DOCUMENT RESUME

ED 360 560 CE 064 355

TITLE	Interior Design and Housing. 7055. Curriculum Guide.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational and Technical Education Services.
PUB DATE	Aug 92
NOTE	118p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Career Development; Competence; *Competency Based Education; Course Content; Educational Resources; High Schools; Home Economics; Home Management; *Housing; Housing Needs; Housing Opportunities; *Interior Design; Learning Activities; Real Estate Occupations; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS	North Carolina

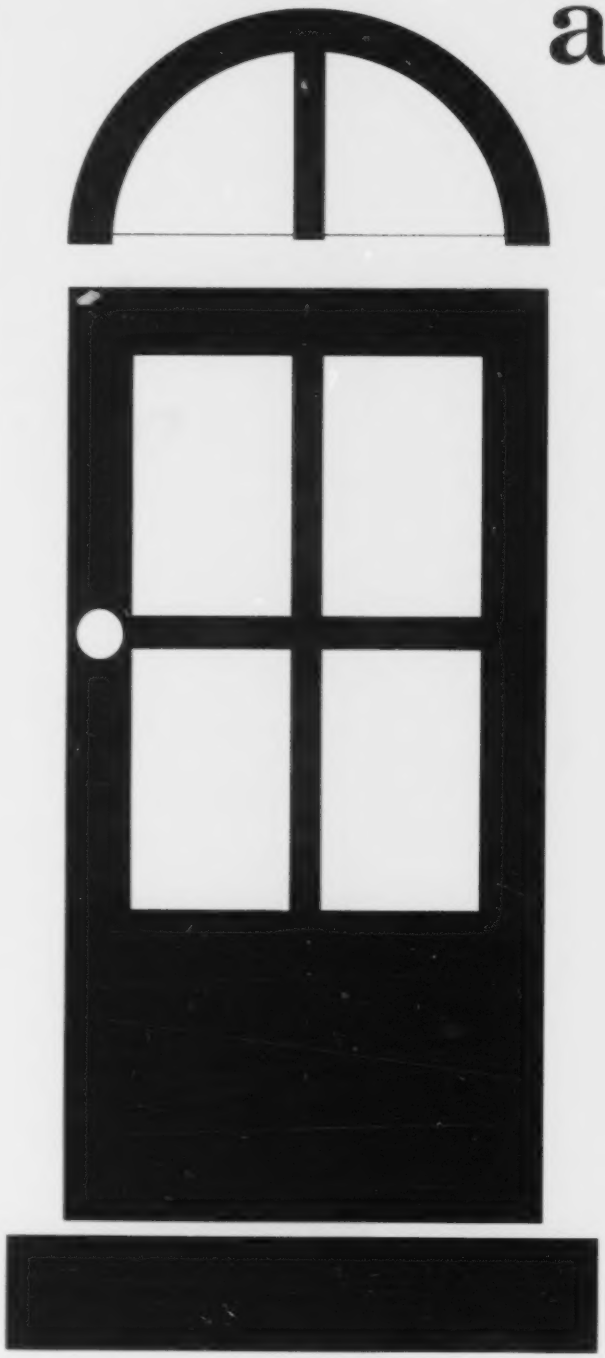
ABSTRACT

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program on interior design and housing at the high school level. It contains materials for a 2-semester course, based on the North Carolina Vocational Education Program of Studies (revised 1992); it is designed to help students learn about making environmentally sound choices in housing, to be aware of issues related to housing, and to build and strengthen their foundations in basic skills through working on practical problems of creating and maintaining a home environment for themselves and their families. The seven units cover the following topics: factors influencing housing decisions, planning the interior of the home, careers in interior design and the housing profession, leadership and citizenship, evaluating interior and exterior living spaces, financial and legal aspects of housing, and creating and maintaining a home environment. Units include competencies, objectives, a teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents of the guide are as follows: course blueprint; course matrices; content outline; curriculum page layout; and a resource list citing 2 state-adopted textbooks, 19 other books, 5 computer software programs, 21 videotapes, and 7 information and instructional kits. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 360 560

Interior Design and Housing



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

CE064355

Home Economics Education • Vocational and Technical Education Services
North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

BEST COPY AVAILABLE

Interior Design and Housing

7055

Curriculum Guide

Issued by
Home Economics Education
Division of Vocational and Technical Education Services
North Carolina Department of Public Instruction
Raleigh, North Carolina 27603
August 1992

Activities and procedures within
the Division of Vocational and Technical Educational Services are
governed by the philosophy of simple fairness to all.
Therefore, the policy of the Division is that all operations will
be performed without regard to race, sex, color, national origin, or handicap.

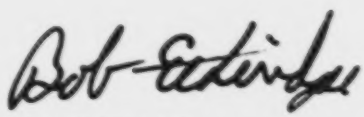
FOREWORD

This newly designed curriculum guide, Interior Design and Housing, will result in students being able to make good housing choices as they enter the 21st century.

It focuses on making environmentally and economically sound choices in housing. Interior Design and Housing also creates an awareness of issues related to housing, such as barrier-free housing for the handicapped, affordable housing, and energy efficient housing. Understanding these issues will affect the choices that come before them as citizens of the community.

This curriculum helps students build and strengthen their foundations in the basic skills. Students will apply what they have learned in math, social studies, science and communication, as they work on the practical problems in creating and maintaining a home environment for themselves and their families.

We hope this guide will be helpful to you and your students.



Bob Etheridge
State Superintendent
of Public Instruction

INTRODUCTION

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 under Title III, Part B, established resources for Consumer Home Economics Grants. Grants are to result in improved learning opportunities for public school students in grades 7-12 in Consumer Home Economics Education classrooms. The grants are for program development, improvement of instruction and curricula, and support services and activities in Consumer Home Economics Education. The grants are to be innovative, exemplary and have statewide implications. These resources funded the curriculum development for Interior Design and Housing.

The Interior Design and Housing curriculum reflects priorities and emerging concerns at the local, state and national levels to provide a quality learning environment. Its content is correlated with the North Carolina course blueprint. Objectives address all aspects of the industry and basic skills. A matrix shows the correlation of objectives with state-adopted textbooks. Activities to develop skills in leadership and citizenship through the youth organization, FHA/HERO, are integrated throughout the curriculum. The Interior Design and Housing curriculum guide will enable youth to make informed decisions about present and future housing needs.

ACKNOWLEDGMENTS

The Division of Vocational and Technical Education Services and the Home Economics Consultant staff wish to acknowledge Margaret Godwin Chase in her role as Director of this Consumer Home Economics Grant. Special recognition is due to the following Advisory Committee Members who played a major role in the development of the curriculum and recommendations for resource material.

Margaret G. Chase, Project Director
Wake County Public Schools
Raleigh, N.C.

Carloyn Auman
Ledford Senior High School
Thomasville, N.C.

Anne Baucom
Albemarle Senior High School
Albemarle, N.C.

Daisy Best
E.T. Beddingfield High School
Wilson, N.C.

Winona Bierbaum
Mars Hill College
Mars Hill, N.C.

Margaret Boschetti, Ph.D.
East Carolina University
Greenville, N.C.

Stacy Cheatum
N.C. Manufactured Housing Institute
Raleigh, N.C.

Rwanda Rarrer
Northeastern High School
Elizabeth City, N.C.

Catherine Ledford
A.C. Reynolds High School
Asheville, N.C.

Magnoria Lunsford, Ph.D.
N.C. Central University
Durham, N.C.

Sandra McIntyre
New Hanover High School
Willmington, N.C.

Barbara Nichols
Providence High School
Charlotte, N.C.

Deborah Tippett, Ph.D.
Meredith College
Raleigh, N.C.

Annette Watson
Wake County Public Schools
Raleigh, N.C.

Pat Whitson
Mountain Heritage High School
Burnsville, N.C.

Recognition is given to the Wake County Public School System for housing this grant and to Dr. Julia Mobley, Vocational Director, for her support and guidance.

Acknowledgment is due Stacy Cheatum with NC Manufactured Housing Institute for the cover design.

Rebecca B. Payne, CHE
Home Economics Education
State Consultant

TABLE OF CONTENTS

	PAGE
Foreword	iii
Introduction	iv
Acknowledgments	v
Using the Curriculum	1
Part I: Course Description	1
Part II: The Curriculum Page	1
Part III: Matrixes	3
All Aspects of the Industry	5
Basic Skills	10
State-Adopted Textbooks	15
Course Blueprint	20
Content Outline	32
Units of Instruction	
Unit A: Factors Influencing Housing Decisions	35
Unit B: Planning the Interior of the Home	44
Unit C: Careers in Interior Design/Housing Profession	61
Unit D: Leadership and Citizenship	66
Unit E: Evaluate Interior and Exterior Living Space	80
Unit F: Financial and Legal Aspects of Housing	93
Unit G: Create and Maintain a Home Environment	99
List of Resources	108

USING THE CURRICULUM PAGE

The Interior Design and Housing Curriculum Guide has been developed as a resource for teachers to use in planning and implementing a competency-based instructional program at a high school level. Interior Design and Housing is a semester or a year-long Consumer Home Economics course offered for students in grades 9-12. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1992.

PART I: COURSE DESCRIPTION

HE7055 (S-1 OR Y-1) Credit: 1/2 unit or 1 unit Grades: 9-12

INTERIOR DESIGN AND HOUSING

SEMESTER I: Students will focus on using elements and principles of design to plan and decorate the interior of a home. They examine principles of selecting home furnishings and equipment. Housing decisions by individuals and families will be explored as they are affected by needs, the environment, technological developments and governmental influences. Career skills and opportunities in housing and interior design are explored.
Prerequisite: None

SEMESTER II: Students create their own living environment using the concepts of interior design. Legal and financial aspects of acquiring housing will be interpreted. Homes will be evaluated for interior and exterior design, construction quality, energy efficiency, and security and safety. Students will explore career opportunities.
Prerequisite: Interior Design and Housing: Semester I

PART II: THE CURRICULUM PAGE

Each curriculum page includes the following information:

COURSE NAME: Title of course as provided by the state.

UNIT: Indicates the unit of instruction.

COMPETENCY and COMPETENCY NUMBER: Identifies the competency statement and the number based on the course blueprint.

OBJECTIVE and OBJECTIVE NUMBER: Identifies the desired student outcome. Each objective makes a complete statement when combined with the stem "The student will be able to." The number identifies the objective according to the unit and competency as provided on the course blueprint.

TIME : Indicates the suggested time to be used for the specific objective. Amount of time is based on the weight given to that objective in VoCATS.

OUTLINE: Includes information to be covered under the objective.

STRATEGIES: The strategies in this curriculum have been developed as student strategies. Each strategy addresses a specific learning level. Learning levels are classified in one or more of the three domains: cognitive, psychomotor, and affective. Strategy development was based on and dictated by the level at which the objectives were written. For example, if an objective was written at a cognitive level 1(C1), then all strategies under that objective were written at a level no higher than level 1. Below is a chart illustrating the different learning levels. Symbols used on the curriculum page are identified along with suggestions for types of tests and test items.

LEVEL	OUTCOME TERMS	TYPES OF TESTS/TEST ITEMS
Cognitive(C) Level 1 C1	Identify Recognize Describe	Single, objective-type, paper and pencil test items such as matching, short answer, listing, completion or fill-in-the-blank, identification selecting from a list, or forced choice.
Level 2 C2	Translate Interpret Summarize	Short-answer questions, multiple choice items, essay using case studies, oral items, rank, order, sequencing items.
Level 3 C3	Apply Explain why Analyze Synthesize Adapt Predict Evaluate	Complex multiple-choice items, essay items using case studies/scenarios structured interviews using case studies, problem-solving items, product performance items.
Psychomotor(P)	Imitate Try or attempt Demonstrate Improvise Experiment	Performance tests to evaluate either the process, task, procedure, operation performed by the student or product created by the student. The teacher or qualified observer will use a detailed checklist during the performance test for evaluation.

Affective(A)	Show awareness Show interest in Pay attention to Follow rules or instruction Engage in Volunteer to Show pleasure or satisfaction Participate in actively Show preference for Initiate and carry out Assume responsibility for	Evaluation of behavior may be reflected through student actions over an extended period of time with before and after measures; complete a rating scale or projective device; respond to a checklist; teacher's recorded observations; oral expression by the student (personal opinion, group interaction); written responses by student (diary log, projective device, completion of rating scale).

RESOURCES: The resources include the state-adopted textbooks. Those books are listed on the left under resources. Additional suggested resources are listed on the right and include other books, videos, and computer software.

PART III: MATRIXES

There are three matrixes, each addressing one of the following: all aspects of the industry, basic skills and state-adopted textbooks. These matrixes show which of the topics at the top of the matrix is addressed by each objective. For example, if there is a student strategy developed for an objective that deals with a specific topic given in the matrix, then it is indicated by an asterisk (*). Basic information about each matrix is given below.

ALL ASPECTS OF THE INDUSTRY

"All aspects of the industry" means strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety, and environmental issues. Definitions for these components are:

Planning: the act of formulating ideas or ambitions into a method for proceeding and accomplishing a goal.

Management: the process of achieving goals by effective use of human resources, technology, and material resources.

Finances: the managing or science of managing money matters or credit.

Technical and production skills: the ability to apply practical or mechanical skills in the process of creating, growing, manufacturing, or improving.

Underlying principles of technology: fundamental laws and facts, scientific knowledge and technical methods to achieve a practical purpose.

Labor issues: points, matters or questions to be disputed or decided concerning wage-earning workers.

Health and safety: the physical and mental well-being or soundness of the body in an environment that allows freedom from danger, injury or damage.

Environmental issues: matters or points of controversy related to the aggregate of all the external conditions, circumstances and influences affecting surroundings, life and their developmental processes.

BASIC SKILLS

The items included here are communication, math, science, and social studies. Communication includes oral, reading, writing and listening skills.

STATE-ADOPTED TEXTBOOKS

Textbooks for Home Economics Education were adopted in 1991 and are correlated with course objectives.

INTERIOR DESIGN AND HOUSING

COURSE OBJECTIVES

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
001.01	Interpret how the home meets the needs of individuals and families.		*	*		*	*		
001.02	Discuss criteria for evaluating the suitability of housing alternatives in terms of individual and family needs.	*	*	*					*
001.03	Describe ways to meet housing needs of special populations.	*		*	*	*	*		*
002.01	Determine how the environment affects housing.	*	*	*		*	*		*
002.02	Interpret how the government influences housing and housing decisions.	*	*	*					
002.03	Explain why housing trends have been influenced by social changes and technological developments.	*	*	*					*
003.01	Examine the basic elements and principles of design.				*		*		
003.02	Interpret the use of color in interior design.							*	
003.03	Demonstrate how the basic elements and principles of design can be used to enhance the interior of the home.	*						*	
004.01	Select appropriate floor coverings in terms of durability, cost and appearance.		*			*	*	*	*
004.02	Select appropriate window treatments for various window styles.	*					*	*	

ALL ASPECTS OF THE INDUSTRY

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
004.03	Select wall coverings in terms of durability, cost and appearance.	*	*			*			
004.04	Select lighting and/or lighting fixtures in terms of appropriateness.	*	*				*	*	*
005.01	Discuss factors influencing choices in and the selection of sources for home furnishings.	*	*	*		*	*		
005.02	Analyze design features, construction techniques, and materials to consider when choosing furniture.		*		*				*
005.03	Analyze guidelines for selecting household textiles from the standpoint of function and decorative use.			*				*	*
005.04	Analyze consumer aspects of household equipment options, in terms of individual or family needs and resources.	*	*	*					
005.05	Evaluate accessory alternatives for functional and aesthetic value in keeping with personal preferences.		*			*	*		
006.01	Identify career opportunities in the interior design and housing field.		*		*	*	*		
006.02	Examine education and training needed for a career.		*		*	*	*		
006.03	Relate personal qualities needed for success in this industry.			*	*	*	*		

ALL ASPECTS OF THE INDUSTRY

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
007.01	Examine the work environment for the interior design and housing field.	*	*	*	*	*	*		*
007.02	Investigate how the economy affects the job market.		*		*		*		
008.01	Describe the rituals and symbols of an organization.								
008.02	Illustrate effective and ineffective leadership.								
008.03	Identify opportunities for leadership roles and cooperative efforts.						*		
009.01	Use the planning process to make decisions.	*	*		*	*	*		
009.02	Distinguish between long- and short-term goals.					*	*		
009.03	Describe ways to manage time effectively.			*		*	*		
010.01	Explain how communication affects leadership.			*					
010.02	Prepare a written persuasive presentation.					*	*		
010.03	Present a prepared speech.					*	*		
010.04	Present an extemporaneous speech.						*		
011.01	State purposes for using parliamentary procedure.					*	*		

ALL ASPECTS OF THE INDUSTRY

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
011.02	Prepare an agenda.					*	*		
011.03	Describe methods of voting.					*	*		
011.04	Demonstrate the steps for making and processing a motion.					*	*		
012.01	Evaluate a floor plan in respect to convenience and use of space.			*		*	*	*	*
012.02	Examine basic kitchen and bathroom designs.	*	*	*		*	*	*	*
012.03	Arrange furniture to meet spatial, aesthetic, and convenience needs.			*		*	*	*	*
013.01	Describe design features and construction techniques which contribute to quality workmanship in different house styles.	*	*		*				*
013.02	Discuss the advantages and disadvantages of different types of materials used for exterior construction.	*	*						
013.03	Plan outdoor areas to extend living space.	*		*	*		*	*	
014.01	Describe how structural features contribute to the comfort, conservation, security, and safety of a home.	*		*	*		*		*
014.02	Interpret ways of increasing conservation, comfort, safety, and security in the home.	*		*			*		*

ALL ASPECTS OF THE INDUSTRY

		ENVIRONMENTAL	FINANCES	HEALTH AND SAFETY	LABOR ISSUES	MANAGEMENT	PLANNING	TECHNICAL AND PRODUCTION SKILLS	UNDERLYING PRINCIPLES OF TECHNOLOGY
015.01	Identify alternatives for short-term living.	*	*			*	*		
015.02	Evaluate short-term living space in terms of affordability and availability.	*	*	*		*	*		*
015.03	Interpret legal aspects associated with home rental.	*	*	*		*	*		*
016.01	Identify housing options for home ownership.		*		*	*	*		
016.02	Describe costs associated with home ownership.		*	*		*	*		
016.03	Interpret zoning regulations that impact home ownership.	*		*		*	*		
017.01	Describe how to select and use schedules, appropriate equipment, supplies, and cleaning products for home care.	*	*	*		*	*	*	*
017.02	Discuss the use of appropriate tools, supplies, and techniques in the performance of simple home repairs.	*	*	*		*	*	*	
017.03	Demonstrate basic principles in the selection and organization of storage space for individual and family possessions.	*	*	*		*	*	*	*
018.01	Examine the basic concepts involved in creating a living environment.	*	*	*		*	*	*	*
018.02	Create a living environment for an individual or family using a specific floor plan.	*	*			*	*	*	*

BASIC SKILLS

INTERIOR DESIGN AND HOUSING

COURSE OBJECTIVES	COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
001.01 Interpret how the home meets the needs of individuals and families.	*			*
001.02 Discuss criteria for evaluating the suitability of housing alternatives in terms of individual and family needs.	*			*
001.03 Describe ways to meet housing needs of special populations.	*			*
002.01 Determine how the environment affects housing.	*		*	
002.02 Interpret how the government influences housing and housing decisions.	*			*
002.03 Explain why housing trends have been influenced by social changes and technological developments.	*		*	*
003.01 Examine the basic elements and principles of design.	*			*
003.02 Interpret the use of color in interior design.	*		*	
003.03 Demonstrate how the basic elements and principles of design can be used to enhance the interior of the home.	*		*	
004.01 Select appropriate floor coverings in terms of durability, cost and appearance.	*	*	*	
004.02 Select appropriate window treatments for various window styles.	*	*	*	

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
004.03	Select wall coverings in terms of durability, cost and appearance.	*	*	*	
004.04	Select lighting and/or lighting fixtures in terms of appropriateness.	*	*	*	
005.01	Discuss factors influencing choices in and the selection of sources for home furnishings.	*			
005.02	Analyze design features, construction techniques, and materials to consider when choosing furniture.	*	*	*	*
005.03	Analyze guidelines for selecting household textiles from the standpoint of function and decorative use.	*		*	
005.04	Analyze consumer aspects of household equipment options, in terms of individual or family needs and resources.	*	*	*	
005.05	Evaluate accessory alternatives for functional and aesthetic value in keeping with personal preferences.	*			*
006.01	Identify career opportunities in the interior design and housing field.	*	*		
006.02	Examine education and training needed for a career.	*			
006.03	Relate personal qualities needed for success in this industry.	*			

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
007.01	Examine the work environment for the interior design and housing field.	*	*	*	
007.02	Investigate how the economy affects the job market.	*			*
008.01	Describe the rituals and symbols of an organization.	*			
008.02	Illustrate effective and ineffective leadership.	*			
008.03	Identify opportunities for leadership roles and cooperative efforts.	*			
009.01	Use the planning process to make decisions.	*			
009.02	Distinguish between long- and short-term goals.	*			
009.03	Describe ways to manage time effectively.	*			
010.01	Explain how communication affects leadership.	*			
010.02	Prepare a written persuasive presentation.	*			
010.03	Present a prepared speech.	*			
010.04	Present an extemporaneous speech.	*			
011.01	State purposes for using parliamentary procedure.	*			

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
011.02	Prepare an agenda.	*			
011.03	Describe methods of voting.	*			
011.04	Demonstrate the steps for making and processing a motion.	*			
012.01	Evaluate a floor plan in respect to convenience and use of space.	*	*		*
012.02	Examine basic kitchen and bathroom designs.	*	*	*	*
012.03	Arrange furniture to meet spatial, aesthetic, and convenience needs.	*	*		
013.01	Describe design features and construction techniques which contribute to quality workmanship in different house styles.	*			*
013.02	Discuss the advantages and disadvantages of different types of materials used for exterior construction.	*			
013.03	Plan outdoor areas to extend living space.	*	*		
014.01	Describe how structural features contribute to the comfort, conservation, security, and safety of a home.	*		*	
014.02	Interpret ways of increasing conservation, comfort, safety, and security in the home.	*		*	*

BASIC SKILLS

		COMMUNICATIONS	MATH	SCIENCE	SOCIAL STUDIES
015.01	Identify alternatives for short-term living.	*	*		*
015.02	Evaluate short-term living space in terms of affordability and availability.	*	*		*
015.03	Interpret legal aspects associated with home rental.	*			*
016.01	Identify housing options for home ownership.	*	*		*
016.02	Describe costs associated with home ownership.	*			*
016.03	Interpret zoning regulations that impact home ownership.	*			*
017.01	Describe how to select and use schedules, appropriate equipment, supplies, and cleaning products for home care.	*	*	*	*
017.02	Discuss the use of appropriate tools, supplies, and techniques in the performance of simple home repairs.	*	*	*	
017.03	Demonstrate basic principles in the selection and organization of storage space for individual and family possessions.	*	*		*
018.01	Examine the basic concepts involved in creating a living environment.	*	*		*
018.02	Create a living environment for an individual or family using a specific floor plan.	*	*		*

SEMESTER I: INTERIOR DESIGN AND HOUSING		HOMES: TODAY AND TOMORROW	HOUSING DECISIONS
001.01	Interpret how the home meets the needs of individuals and families.	*	*
001.02	Discuss criteria for evaluating the suitability of housing alternatives in terms of individual and family needs.	*	*
001.03	Describe ways to meet housing needs of special populations.	*	*
002.01	Determine how the environment affects housing.	*	*
002.02	Interpret how the government influences housing and housing decisions.	*	*
002.03	Explain why housing trends have been influenced by social changes and technological developments.	*	
003.01	Examine the basic elements and principles of design.	*	*
003.02	Interpret the use of color in interior design.	*	*
003.03	Demonstrate how the basic elements and principles of design can be used to enhance the interior of the home.	*	*
004.01	Select appropriate floor coverings in terms of durability, cost and appearance.	*	*
004.02	Select appropriate window treatments for various window styles.	*	*

		HOMES: TODAY AND TOMORROW	HOUSING DECISIONS
004.03	Select wall coverings in terms of durability, cost and appearance.	*	*
004.04	Select lighting and/or lighting fixtures in terms of appropriateness.	*	*
005.01	Discuss factors influencing choices in and the selection of sources for home furnishings.	*	*
005.02	Analyze design features, construction techniques, and materials to consider when choosing furniture.	*	*
005.03	Analyze guidelines for selecting household textiles from the standpoint of function and decorative use.	*	*
005.04	Analyze consumer aspects of household equipment options, in terms of individual or family needs and resources.	*	*
005.05	Evaluate accessory alternatives for functional and aesthetic value in keeping with personal preferences.	*	*
006.01	Identify career opportunities in the interior design and housing field.	*	*
006.02	Examine education and training needed for a career.	*	*
006.03	Relate personal qualities needed for success in this industry.	*	*

STATE-ADOPTED TEXTBOOKS

		HOMES: TODAY AND TOMORROW	HOUSING DECISIONS
007.01	Examine the work environment for the interior design and housing field.	*	*
007.02	Investigate how the economy affects the job market.	*	*
008.01	Describe the rituals and symbols of an organization.		
008.02	Illustrate effective and ineffective leadership.		
008.03	Identify opportunities for leadership roles and cooperative efforts.		
009.01	Use the planning process to make decisions.		
009.02	Distinguish between long- and short-term goals.		
009.03	Describe ways to manage time effectively.		
010.01	Explain how communication affects leadership.		
010.02	Prepare a written persuasive presentation.		
010.03	Present a prepared speech.		
010.04	Present an extemporaneous speech.		
011.01	State purposes for using parliamentary procedure.		

		HOMES: TODAY AND TOMORROW	HOUSING DECISIONS
011.02	Prepare an agenda.		
011.03	Describe methods of voting.		
011.04	Demonstrate the steps for making and processing a motion.		
012.01	Evaluate a floor plan in respect to convenience and use of space.	*	*
012.02	Examine basic kitchen and bathroom designs.	*	*
012.03	Arrange furniture to meet spatial, aesthetic, and convenience needs.	*	
013.01	Describe design features and construction techniques which contribute to quality workmanship in different house styles.	*	*
013.02	Discuss the advantages and disadvantages of different types of materials used for exterior construction.	*	
013.03	Plan outdoor areas to extend living space.	*	*
014.01	Describe how structural features contribute to the comfort, conservation, security, and safety of a home.	*	*
014.02	Interpret ways of increasing conservation, comfort, safety, and security in the home.	*	*

		HOMES: TODAY AND TOMORROW	HOUSING DECISIONS
015.01	Identify alternatives for short term living.	*	*
015.02	Evaluate short term living space in terms of affordability and availability.	*	*
015.03	Interpret legal aspects associated with home rental.	*	*
016.01	Identify housing options for home ownership.	*	*
016.02	Describe costs associated with home ownership.	*	*
016.03	Interpret zoning regulations that impact home ownership.	*	*
017.01	Describe how to select and use schedules, appropriate equipment, supplies, and cleaning products for home care.	*	*
017.02	Discuss the use of appropriate tools, supplies, and techniques in the performance of simple home repairs.	*	*
017.03	Demonstrate basic principles in the selection and organization of storage space for individual and family possessions.	*	*
018.01	Examine the basic concepts involved in creating a living environment.	*	*
018.02	Create a living environment for an individual or family using a specific floor plan.	*	*

VoCATS
Course Blueprint

Home Economics Education

Course Name: Interior Design and Housing
Course Number: 7055

North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

Division of Vocational and Technical Education Services
Home Economics Education,116 West Edenton Street
Raleigh, North Carolina 27603-1712 **Draft Summer 1992**

5/22/92

VoCATS Course Blueprint

A course blueprint is a document laying out the scope of the curriculum for a given course/program.
Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of the units and competencies, the weight or relative importance of the objective within the course or unit, and the recommended number of hours to be devoted to each.
The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid tests.
The material that appears in this blueprint replaces the contents of the Teacher Handbook developed in 1985.
For additional information about this blueprint, contact program area staff. For additional information about the Vocational Competency Achievement Tracking System, contact program area staff or the Program Support Unit, Division of Vocational and Technical Education Services, 116 West Edenton Street, Raleigh, North Carolina 27603-1712 919/733-1526.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column Information
1	Seq Day1	Blank column reserved for local sequencing; Day 1-for use in noting first day of instruction for this unit, competency, and/or objective.
2	Test Pts	Blank column for use in recording number of points calculated to be on tests (Pre-Interim-Post). Calculations are based on the percent in Columns 4 and/or 5.
3	Time Hrs	Shows **suggested** amount of time needed for instruction and learning. For example, 2.5 is read as 2 1/2 hours.
4	UNIT Weight	A percentage indicates the relative importance or weight of each competency within a specific unit or each objective within a specific unit. Information in Column 4 is used to plan the yearly calendar of work and as a Test Blueprint for interim tests.
5	COURSE Weight	A percentage indicates the relative importance or weight of each unit within the total course or program, each competency within the total course or program, or each objective within the total course or program. Information in Column 5 is used to plan the yearly calendar of work and as a Test Blueprint for pretests and posttests.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive 1,2,3; P=Psychomotor; A=Affective.)
7	Related Skill Area	Related Skills codes: A=Arts; C=Communications; H=Health/Safety; J=JTPA; M=Math; SC=Science; SS=Social Studies; V=Vocational (or AG/BE/HE/HO/ME/TE/TI/CX).
8	Level	Level 1, 2, or 1-2; NA=Not Applicable
9	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated Core must be included in the yearly calendar of work.
10	Comp# Obj.#	Comp=Competency number (three digits); Obj=Objective number (competency number plus two-digit objective number).
11	Unit Titles/ Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The student will be able to. . ." (The stem appears once in Column 11.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.

Activities and procedures within the Division of Vocational and Technical Education Services are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin or handicap.

22

HOME ECONOMICS EDUCATION

COURSE BLUEPRINT for 7055 CIP# 20 0110): INTERIOR DESIGN AND HOUSING

[Course Length: 1 year; Class Length: 1 period]

Teacher: **School:** **LEA:**

Class Period(s): Circle 1st 2nd 3rd 4th 5th 6th 7th **Room** **School Year:** 199 -199 .

Seq. Day 1	Test Pts.	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Related Skill Area	Level	Core Supp	Comp# Obj.#	Unit Titles / Competency and Objective Statements (The student will be able to:).
1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7055[Summer 1992]: Page 1 .
		180		100%						**Interior Design and Housing**
		90		50%						**SEMESTER I**
		11	100%	6.2%					A	**FACTORS INFLUENCING HOUSING DECISIONS**
		6	54.5%	3.4%	C2	CISS	1	Core	**001.00**	**Interpret the influence of individual and family needs on housing decisions.**
		2	18.2%	1.1%	C2	CISS	1	Core	001.01	Interpret how the home meets the needs of individuals and families.
		1	9.0%	.6%	C2	CISS	1	Core	001.02	Discuss criteria for evaluating the suitability of housing alternatives in terms of individual and family needs.
		3	27.3%	1.7%	C1	CISS	1	Core	001.03	Describe ways to meet housing needs of special populations.
		5	45.5%	2.8%	C3	CISCISS	1	Core	**002.00**	**Analyze housing decisions in relation to environmental factors, governmental influences, social changes and technological developments.**
		1	9.1%	.6%	C3	CISC	1	Core	002.01	Determine how the environment affects housing.
		2	18.2%	1.1%	C2	CISS	1	Core	002.02	Interpret how the government influences housing and housing decisions.
		2	18.2%	1.1%	C3	CISCISS	1	Core	002.03	Explain why housing trends have been influenced by social changes and technological developments.
		63	100%	35.2%					B	**PLANNING THE INTERIOR OF THE HOME**
		20	31.7%	11.1%	C3PA	AICISCI SS	1	Core	**003.00**	**Apply the basic elements and principles of design.**
		10	15.9%	5.5%	C3	AICISS	1	Core	003.01	Examine the basic elements and principles of design.
		5	7.9%	2.8%	C2	AICISC	1	Core	003.02	Interpret the use of color in interior design.
		5	7.9%	2.8%	C3PA	AICISC	1	Core	003.03	Demonstrate how the basic elements and principles of design can be used to enhance the interior of the home.

1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7055 [Summer 1992]: Page 2 .
		18	28.6%	10.1%	C3	AICIMISC	1	Core	**004.00**	**Apply background treatments effectively in the home.**
		5	7.9%	2.8%	C3	AICIMISC	1	Core	004.01	Select appropriate floor coverings in terms of durability, cost and appearance.
		5	7.9%	2.8%	C3	AICIMISC	1	Core	004.02	Select appropriate window treatments for various window styles.
		5	7.9%	2.8%	C3	AICIMISC	1	Core	004.03	Select wall coverings in terms of durability, cost and appearance.
		3	4.9%	1.7%	C3	AICIMISC	1	Core	004.04	Select lighting and/or lighting fixtures in terms of appropriateness.
		25	39.7%	14.0%	C3	AICIMISC ISS	1	Core	**005.00**	**Select home furnishings and equipment to meet the needs of individuals or families.**
		3	4.8%	1.7%	C2	AIC	1	Core	005.01	Discuss factors influencing choices in and the selection of sources for home furnishings.
		12	19.0%	6.7%	C3	AICIMISC ISS	1	Core	005.02	Analyze design features, construction techniques, and materials to consider when choosing furniture.
		4	6.3%	2.2%	C3	AICISC	1	Core	005.03	Analyze guidelines for selecting household textiles from the standpoint of function and decorative use.
		3	4.8%	1.7%	C3	CISC	1	Core	005.04	Analyze consumer aspects of household equipment options, in terms of individual or family needs and resources.
		3	4.8%	1.7%	C3	AICISS	1	Core	005.05	Evaluate accessory alternatives for functional and aesthetic value in keeping with personal preferences.
		6	100%	3.5%					**C**	**CAREERS IN INTERIOR DESIGNS/HOUSING**
		4	66.7%	2.3%	C3	CIM	1	Core	**006.00**	**Explore career opportunities in interior design and housing.**
		1	16.7%	.6%	C1	CIM	1	Core	006.01	Identify career opportunities in the interior design and housing field.
		2	33.3%	1.1%	C3	C	1	Core	006.02	Examine education and training needed for a career in this profession.
		1	16.7%	.6%	C2	C	1	Core	006.03	Relate personal qualities needed for success in this industry.
		2	33.3%	1.2%	C3	CIMISCIS S	1	Core	**007.00**	**Evaluate careers in interior design and housing.**
		1	16.7%	.6%	C3	CIMISC	1	Core	007.01	Examine the work environment for the interior design and housing field.
		1	16.6%	.6%	C3	CISS	1	Core	007.02	Investigate how the economy affects the job market.
		10	100%	5.8%					**D**	**LEADERSHIP AND CITIZENSHIP**
		2	20%	1.1%	C2	C	1	Core	**008.00**	**Explain characteristics needed to be a productive member of society.**
		.5	5%	.3%	C1	C	1	Core	008.01	Describe the rituals and symbols of an organization.
		1	10%	.5%	C2	C	1	Core	008.02	Illustrate effective and ineffective leadership.
		.5	5%	.3%	C1	C	1	Core	008.03	Identify opportunities for leadership roles and cooperative efforts.

1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7055 [Summer 1992]: Page 3 .
		2	20%	1.1%	C3	C	1	Core	**009.00**	**Apply decision-making skills in individual/organizational activities.**
		1	10%	.5%	C3	C	1	Core	009.01	Use the planning process to make decisions.
		.5	5%	.3%	C3	C	1	Core	009.02	Distinguish between long- and short-term goals.
		.5	5%	.3%	C1	C	1	Core	009.03	Describe ways to manage time effectively.
		3	30%	1.8%	C3P	C	1	Core	**010.00**	**Practice effective communication skills.**
		.5	5%	.3%	C2	C	1	Core	010.01	Explain how communication affects leadership.
		.5	5%	.3%	C3	C	1	Core	010.02	Prepare a written persuasive presentation.
		1	10%	.6%	C3P	C	1	Core	010.03	Present a prepared speech.
		1	10%	.6%	C3P	C	1	Core	010.04	Present an extemporaneous speech.
		3	30%	1.8%	C3P	C	1	Core	**011.00**	**Demonstrate techniques for conducting meeting.**
		.5	5%	.3%	C1	C	1	Core	011.01	State purposes for using parliamentary procedure.
		.5	5%	.3%	C3	C	1	Core	011.02	Prepare an agenda.
		1	10%	.6%	C1	C	1	Core	011.03	Describe methods of voting.
		1	10%	.6%	C3P	C	1	Core	011.04	Demonstrate the steps for making and processing a motion.
		90		50%						**SEMESTER II**
		40	100%	22.3%					**E**	**EVALUATE INTERIOR AND EXTERIOR LIVING SPACE**
		20	50%	11.1%	C3PA	AICIMISC ISS	1	Core	**012.00**	**Examine home interiors in terms of space, convenience, and aesthetic values.**
		8	20%	4.4%	C3	CIMISS	1	Core	012.01	Evaluate a floor plan in respect to convenience and use of space.
		7	17.5%	3.9%	C3	AICIMISC ISS	1	Core	012.02	Examine basic kitchen and bathroom designs.
		5	12.5%	2.8%	C3PA	AICIM	1	Core	012.03	Arrange furniture to meet spatial, aesthetic, and convenience needs.
		10	25%	5.6%	C3	AICIMISC ISS	1	Core	**013.00**	**Evaluate housing exteriors from the standpoint of design, construction, and materials.**
		4	10%	2.2%	C1	AICISS	1	Core	013.01	Describe design features and construction techniques which contribute to quality workmanship in different house styles.
		3	7.5%	1.7%	C2	C	1	Core	013.02	Discuss the advantages and disadvantages of different types of materials used for exterior construction.
		3	7.5%	1.7%	C3	CIM	1	Core	013.03	Plan outdoor areas to extend living space.

28

1	2	3	4	5	6	7	8	9	10	11 HEC:BP:7055 [Summer 1992]: Page 4 .
		10	25%	5.6%	C2		1	Core	**014.00**	**Interpret the relationship of comfort, conservation, security, and safety to the enjoyment of the home.**
		5	12.5%	2.8%	C1	CISC	1	Core	014.01	Describe how structural features contribute to the comfort, conservation, security, and safety of a home.
		5	12.5%	2.8%	C2	CIMISS	1	Core	014.02	Intrepret ways of increasing, conservation,comfort, safety, and security in the home.
		10	100%	5.6%					**F**	**FINANCIAL AND LEGAL ASPECTS OF HOUSING**
		5	50%	2.8%	C3	CIMISS	1	Core	**015.00**	**Analyze legal and financial aspects of short-term housing.**
		1	10%	.6%	C1	CIMISS	1	Core	015.01	Identify alternatives for short-term living.
		2	20%	1.1%	C3	CIMISS	1	Core	015.02	Evaluate short-term living space in terms of affordability and availability.
		2	20%	1.1%	C2	CISS	1	Core	015.03	Interpret legal aspects associated with home rental.
		5	50%	2.8%	C2	CIMISS	1	Core	**016.00**	**Interpret legal and financial aspects of home ownership.**
		2	20%	1.1%	C1	CIMISS	1	Core	016.01	Identify housing options for home ownership.
		2	20%	1.1%	C1	CISS	1	Core	016.02	Describe costs associated with home ownership.
		1	10%	.6%	C2	CISS	1	Core	016.03	Interpret zoning and regualtions and impact home ownership.
		40	100%	22.2%					**G**	**CREATE AND MAINTAIN A HOME ENVIRONMENT**
		15	37.5%	8.3%	C3PA	CIMISCIS S	1	Core	**017.00**	**Demonstrate how to organize and maintain the home and its furnishings for the well-being of the occupants.**
		5	12.5%	2.8%	C1	CIMISCIS S	1	Core	017.01	Describe how to select and use schedules, appropriate equipment, supplies, and cleaning products for home care.
		2	5.0%	1.1%	C2	CIMISC	1	Core	017.02	Discuss the use of appropriate tools, supplies, and techniques in the performance of simple home repairs.
		8	20.0%	4.4%	C3PA	CIMISS	1	Core	017.03	Demonstrate basic principles in the selection and organization of storage space for individual and family possessions.
		25	62.5%	13.9%	C3PA	AICIMISS	1	Core	**018.00**	**Apply the concepts of interior design when creating a living environment.**
		10	25.0%	5.6%	C3	AICIMISS	1	Core	018.01	Examine the basic concepts involved in creating a living environment.
		15	37.5%	8.3%	C3PA	AICIMISS	1	Core	018.02	Create a living environment for an individual or family using a specific floor plan.

30

COURSE OUTLINE
INTERIOR DESIGN AND HOUSING

SEMESTER I

I. Factors Influencing Housing Decisions

A. Family needs on housing decisions
1. Individual and family needs
2. Evaluating housing suitability
3. Housing needs of special populations

B. Factors that influence housing decisions
1. Environmental factors
2. Governmental influences
3. Housing trends

II. Design in the Home

A. Elements and principles of design
1. Definitions
2. Color use
3. Use of elements and principles of design

B. Application of background treatments
1. Floor covering
2. Window treatments
3. Wall coverings
4. Lighting

C. Selection of home furnishings and equipment
1. Securing home furnishings
2. Furniture design and construction
3. Household textile selection
4. Consumer aspects of household equipment options
5. Accessory evaluation

III. Careers in Interior Design and Housing

A. Career opportunities
1. Career opportunities identified
2. Education and training requirements
3. Personal qualities needed for success

B. Evaluation of interior design and housing careers
1. The work environment
2. Influences of the economy

IV. Leadership and Citizenship

A. Characteristics of productive member of society
   1. Rituals and Symbols
   2. Effective and ineffective leadership
   3. Opportunities for leadership

B. Decision-making skills
   1. The planning process
   2. Long- and short-term goals
   3. Effective time management

C. Communication skills
   1. Communication and leadership
   2. Persuasive presentation
   3. Prepared speech
   4. Extemporaneous speech

D. Conducting meetings
   1. Parliamentary procedure
   2. Agendas
   3. Methods of voting
   4. Processing a motion

SEMESTER II

V. Interior and Exterior Living Space Evaluation

A. Home interiors examination
   1. Floor plan evaluation
   2. Kitchen and bathroom examination
   3. Furniture arrangement

B. Housing exterior evaluation
   1. Design features and construction techniques
   2. Materials used for exterior construction
   3. Outdoor living space

C. Comfort, conservation, security, and safety
   1. Structural features
   2. Conservation techniques

VI. Financial and Legal Aspects of Housing

A. Short-term housing
   1. Alternatives
   2. Affordability and availability
   3. Legal aspects of home rental

B. Home ownership
   1. Housing options
   2. Costs of home ownership
   3. Zoning regulations

VII. Create and Maintain a Home Environment

A. Home organization and maintenance
   1. Home care
   2. Simple home repairs
   3. Storage space

B. Application of basic concepts to create a living environment
   1. Basic concepts of creating a living environment
   2. Creating a living environment

COURSE: Interior Design and Housing **UNIT:** Factors Influencing Housing Decisions

COMPETENCY: 001.00 - C2 : Interpret the influence of individual and family needs on housing decisions.

OBJECTIVE : 001.01 - C2 : Interpret how the home meets the needs of individuals and families.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Housing and Human Needs	C2	Discuss factors that influence a person's choice of housing (resources and income, needs, wants and available housing). Relate these to your own needs and wants in relation to the type of housing you have or would like to have one day.
Physical factors Shelter Sleep Food Storage Safety	C2	Relate housing needs to the family life cycle. Identify unique characteristics of each stage that would dictate special housing needs.
Psychological and social factors Love and belonging Privacy Identity and social status Creativity Socialization	C1	Emotional development, family relationships and social behavior are affected through housing. Describe possible solutions to the following situations: One bathroom to share with three others in the morning No quiet place to study Playing music with friends as a family member is trying to sleep Sister takes more than her share of the closet that was already too small One telephone with three teenagers
Family life cycle Beginning Expanding Developing Launching Aging	C1	Pick out pictures of houses that imply or represent the following: status, privacy, and creativity. Identify the features in the houses you selected that support your findings.
	C1	List safety features found in many of today's homes. Identify ways to improve the safety of <u>your</u> own home environment.
	C2	Interpret the following portion of the FHA/HERO creed: "...For we are the builders of homes, Homes for America's future. Homes where living will be the expression of everything That is good and fair..."

RESOURCES

<u>Housing Decisions</u> pp. 11-36
<u>Homes: Today and Tomorrow</u> pp. 3-19
<u>Homes With Character</u> pp. 67-72
<u>Life Management</u> pp. 335-338

COURSE: Interior Design and Housing **UNIT:** Factors Influencing Housing Decisions

COMPETENCY: 001.00 - C2 : Interpret the influence of individual and family needs on housing decisions.

OBJECTIVE : 001.02 - C2 : Discuss criteria for evaluating the suitability of housing alternatives in terms of individual and family needs.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Criteria to Evaluate Suitable Housing for the Individual and Family	C1	Multiple-family homes are designed to be used by more than one household. Identify the various types available. Describe how they each differ.
Types of housing Single-family Developmental/Tract Custom-built Prefabricated Manufactured Multiple-family Apartment Condominium Duplex	C2	Give a description of a duplex apartment.
	C1	List the advantages and disadvantages of the following types of single-family houses: Custom-built Manufactured Prefabricated
	C2	Discuss the differences between a manufactured home and a prefabricated home.
Characteristics of available types of housing Multiple-family Single-family	C1	Because of our growing population, multifamily housing will meet the needs of a large percentage of people. Identify features most people need or desire in a home. Make a summary of the ideas listed by the class and compile for use as a checklist for evaluating housing suitability.
	C2	Discuss the advantages and disadvantages of multiple-family housing.
	C2	Through FHA/HERO, discuss suitable housing for single-parent families. Identify limitations typically associated with their lifestyles.

RESOURCES

Housing Decisions pp. 81-88
Homes: Today and Tomorrow pp. 143-147, 184-187
Homes With Character pp. 85-92
Residential Housing pp. 7-10

COURSE: Interior Design and Housing **UNIT:** Factors Influencing Housing Decisions

COMPETENCY: 001.00 - C2 : Interpret the influence of individual and family needs on housing decisions.

OBJECTIVE : 001.03 - C1 : Describe ways to meet housing needs of special populations.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Housing Needs of Special Populations	C1	Describe what is meant by "universal design" (a home that is accessible to everyone) in reference to housing. Give a description of features that allow accessibility for people with special needs.
People with special needs Physically disabled Deaf/hearing impaired Blind/reduced vision Wheelchair bound Elderly Children	C1	List interior and exterior house design modifications needed for someone confined to a wheelchair.
	C1	Give a description of the special design features needed in a home for persons with impaired sight/vision.
Interior modifications	C1	A trend in American is the shifting age population; youth is declining and the elderly are increasing. List ways that housing will change to provide for the needs of the elderly. Identify needs you have observed from your own elderly family members concerning personal care and suitable housing.
	C1	Identify agencies who publish information on lifetime homes, easy access housing or an adaptability and accessibility checklist (Examples such as AARP or Easter Seals Society). Specify how they may be contacted for their information.
	C1	Describe legislative acts that require housing needs of the special populations to be met.
	C1	As a project for FHA/HERO, identify one group of people with special needs. Recognize their limitations and choose a way of promoting public awareness about their needs.

COMPETENCY: 001.00 - C2 OBJECTIVE: 001.03 - C1

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Give a description of how the following planning designs help accommodate persons with hearing impairments. Telephone amplifier attachment Amplified doorbell and/or light attachments High frequency alarms Video warning signals (lights)

RESOURCES

Housing Decisions pp. 48-49
Homes: Today and Tomorrow pp. 492-493
62-65
Homes With Character pp. 134-135
The Accessible Housing Design File pp. 22-210
Interior Design; A Space Planning Program pp. 10-12

COURSE: Interior Design and Housing **UNIT:** Factors Influencing Housing Decisions

COMPETENCY: 002.00 - C3 : Analyze housing decisions in relation to environmental factors, governmental influences, social changes and technological developments.

OBJECTIVE : 002.01 - C3 : Determine how the environment affects housing.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Housing and the Environment	C2	Discuss: My house is made from recycled trash. List ways "trash" is being converted into building materials for sturdy and attractive homes.
Housing site Topography Orientation Sunlight Air flow View	C3	Examine ways to take advantage of exposure to the sun, air flow and view when considering the housing site orientation.
Landscaping	C3	Explore traditional and nontraditional methods of heating a home. Relate the environment to the use of these methods.
Energy conservation Fuels Traditional Alternative	C2	Discuss the underlying principles of technology for energy conservation in the following types of homes: Active solar — Geodesic dome Passive solar — Foam dome Earth shelter — "Smart" house
Design and construction factors		
Water Conservation Pollution	C2	Relate landscaping to privacy, appearance, energy conservation and view of the home.
Building materials	C1	List landscaping elements that may damage the environment.
	C3	Select a housing site from the list below. Recommend the type of home that would be suitable for the topography described. Present reasons for your selection to the class. Flat with no trees — Lake front Sloping with trees — Solid rock, sloping Side of mountain — Low lying, poorly drained
	C2	List ways in which water is wasted around the home. Discuss measures that you and the members of your household can take to conserve water supplies.

COMPETENCY: 002.00 - C3 **OBJECTIVE:** 002.01 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Explore contamination of water supplies by household toxic substances such as cleaning supplies, fertilizers and insecticides. Present your findings to the group. Organize and produce a list showing ways to avoid water pollution within the home environment. Post in your school and local community as an FHA/HERO project.
	C3	Critique a video on environmental needs and conservation.

RESOURCES

Housing Decisions pp. 298-303
Homes: Today and Tomorrow pp. 231-245, 116-119
Homes With Character pp. 57-60
"Conserving Our Environment: Everybody's Responsibility" (Meridian)

COURSE: Interior Design and Housing **UNIT:** Factors Influencing Housing Decisions

COMPETENCY: 002.02 - C3 : Analyze housing decisions in relation to environmental factors, governmental influences, social changes and technological developments.

OBJECTIVE : 002.02 - C2 : Interpret how the government influences housing and housing decisions.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Government's Role	C2	Discuss the impact of housing legislation and regulation at each of the following levels: Local State Federal
Building material standards		
Legal system for buying and selling	C2	Explain how a local community can control the type, size, height, use, and location of buildings through zoning codes.
Taxes		
Regulation of new development	C1	Describe the role the government plays in protecting a home buyer through its use of building codes and standards.
Federal housing programs Public housing Urban renewal Urban homesteading Guaranteed home loans	C1	Tell what FHA and VA represent. Describe the advantages of these types of government housing loans.
	C1	Identify governmental legislation that has impacted housing. Describe each and state its significance to today's home buyer.
	C1	Describe the impact legislation has had on housing accessibility standards to FHA/HERO members. Include the following legislation: Americans with Disabilities Act (ADA) Fair Housing Amendments Act (FHAA)

RESOURCES

Housing Decisions pp. 70-74
Homes: Today and Tomorrow pp. 23-39
Homes With Character pp. 50-60

COURSE: Interior Design and Housing **UNIT:** Factors Influencing Housing Decisions

COMPETENCY: 002.00 - C3 : Analyze housing decisions in relation to environmental factors, governmental influences, social changes and technological developments.

OBJECTIVE : 002.03 - C3 : Explain why housing trends have been influenced by social changes and technological developments.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Social Changes and Technological Developments	C2	Discuss how increased leisure time has influenced the building of housing developments with recreational facilities.
Historical and cultural influences	C2	Discuss the use of chrome, steel and plastic in construction casement furnishings. Relate their use to saving time, energy, and money.
Social changes Types of households Single person Nuclear family Extended family Single parent Blended family	C2	Discuss home security. Identify techniques that provide homeowners economical choices for improving home security. Relate your findings to the class.
Mobility Family roles Population trends	C2	Discuss the impact of technology on furniture design and construction.
Homelessness	C1	List characteristics of specific cultures whose housing expectations and conditions vary greatly from those of our own. Can you imagine living and growing up on a houseboat or in an igloo? State how their conditions and furnishings would differ from your own.
Technological developments Building materials Tools Construction and design Manufactured housing	C1	Give a description of the types of households found in America today. List unique factors about each family type that would influence its housing decisions and living conditions.
	C1	List problems that single-parent families face as they seek available and affordable housing. Tell how their living conditions may be less than desirable due to their dual role as single parent and wage earner.
	C3	Critique a video on the development of housing and/or housing in other countries.

COMPETENCY: 002.00 - C3 **OBJECTIVE:** 002.03 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Tell how the growing population is affecting community proximity. State ways privacy will be affected. Identify ways to increase cooperation and tolerance with people different from ourselves. Give examples of how living conditions are affected by our actions and those of other people.
	C1	Identify how technology has influenced today's living conditions. Cite examples such as the SMART HOUSE to show the extent of technology on living conditions. Tell how you can become sufficiently comfortable and skilled to use the technology in a home environment.
	C3	Present a speech to your FHA/HERO members on population trends and the impact it will have on future housing.

RESOURCES

Housing Decisions		"Housing in Other Countries" (Meridian)
Homes: Today and Tomorrow	pp. 15-19, 184-187	"How and Why Housing Developed" (Meridian)
		"The House" (American Design Series)

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 003.00 - C3PA: Apply the basic elements and principles of design.

OBJECTIVE : 003.01 - C3 : Examine the basic elements and principles of design.

TIME: 10 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Elements and Principles of Design	C1	From magazine pictures or teacher illustrations, recognize the use of the elements and principles of design.
Elements Space Line Form Texture Colors Principles Proportion Scale Balance Rhythm Emphasis Harmony/Unity	C1	Define the elements and principles of design. List the definitions in your portfolio.
	C1	Select, from a display of fabrics, different types of textures. Describe the visual effects created by your choices. Tell why rough textures make fabrics of the same color appear darker? Describe how different textures can make the same piece of furniture appear entirely different. Tell which textures are compatible.
	C1	Select a room arrangement from a catalog or magazine. List the factors that make that room arrangement a good design. Share your findings with the class. Do others agree that the room illustrates good design?
	C1	Listen to an interior designer speak at a FHA/HERO meeting on this use of the elements and principles of design. Ask the speaker to tell how he got started in the business and what his responsibilities are.
	C3	Investigate the use of each principle of design. Select an example of each, label, and place in your portfolio. Present your findings to the class.
	C3	Color is affected by texture. Using fabrics of the same color but of various textures determine the effect texture has on the color of fabric.
	C2	Illustrate the use of rhythm in window treatments.

COMPETENCY: 003.00 -C3PA **OBJECTIVE:** 003.01 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Using photos, magazines or teacher illustration, evaluate room designs for good emphasis or over-emphasis. Justify your responses.
	C2	Discuss the psychological impressions conveyed through the following types of line: vertical, horizontal, diagonal, and curved.
	C1	Identify cultural influences in today's decorating trends. What cultures do you see being represented?

RESOURCES

Housing Decisions pp. 139 - 155
Homes: Today and Tomorrow pp. 255-262
289-294
Homes With Character pp. 196 -210
Residential Housing pp. 70-90
Interior Design: A Space Planning Program
pp. 2-3

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 003.00 - C3PA: Apply the basic elements and principles of design.

OBJECTIVE : 003.02 - C2 : Interpret the use of color in interior design.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Color in the Home Pigment theory The use of color in design The language of color Classifications Primary Secondary Tertiary Basic color harmonies Monochromatic Complementary Split complementary Accented neutral Triad Analogous Planning color schemes/ relations Color associations Color and moods Color selection Color and light Color and illusions	C1	Define the following terms: Hue Shade Value Pigment Intensity Tint Choose examples of each and put them in your portfolio.
	C2	Identify primary, secondary and tertiary colors on the color wheel. Illustrate how secondary and tertiary colors can be produced from primary colors through the use of food coloring, paints or markers.
	C2	Discuss the following color associations: Red: danger Green: envy Yellow: cowardice Blue: sadness Black: mourning Purple: royalty Can you think of other associations for these colors?
	C2	Explain how color affects moods. Describe how warmth or coolness can be felt through color. Give meaning to the phrase, "bright, sunny day" in relation to the colors that would be used in a room to create that feeling. Comment on other common or familiar phrases that represent colors and moods.
	C2	Color, when planned properly, creates visual illusions. State colors that you would use to create the illusion of spaciousness in the following rooms: Small with no windows Long and narrow Extremely low ceilings
	C1	Identify careers that work primarily with color. Choose one of those careers. Specify how you would qualify for employment in that career.

COMPETENCY: 003.00 -C3PA **OBJECTIVE:** 003.02 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Summarize basic guidelines for the successful use of color in the home.
	C2	Illustrate the basic color harmonies in your portfolio. Select pictures from magazines that represent each color harmony. Pick out several of your favorites to share with the class.
	C2	As an FHA/HERO project, illustrate an appropriate bedroom color scheme for an active preschool child.

RESOURCES

Housing Decisions pp. 139-149
Homes: Today and Tomorrow pp.271-285
Homes With Character pp. 212-226
Interior Design: A Space Planning Program pp. 37-41

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 003.00 - C3PA: Apply the basic elements and principles of design.

OBJECTIVE : 003.03 - C3PA: Demonstrate how the basic elements and principles of design can be used to enhance the interior of the home.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Applying Elements and Principles of Design	C2	Illustrate a color scheme for the following personality types: The intellectual The original or creative The outgoing The moody
Apply elements of design to enhance the interior of the home Space Line Form Color Texture	C3PA	Demonstrate the effects of color by illustrating colors recommended for the following types of rooms. Large, sunny living room Large, dark living room Small, dark bedroom Sunny, kitchen
Apply principles of design to enhance the interior of the home Proportion Scale Balance Rhythm Emphasis Harmony/Unity		How did your color choices affect the dimension of the room? Develop a color guideline that one could follow when using this principle of design.
	C3PA	Produce a color intensity chart using one color. Explain how intensity affects color. Mount your intensity chart into your portfolio.
	C3PA	Select a color picture from a magazine. Cut the picture vertically into one-half inch strips. Spread all the strips apart one-fourth inch. Write down your observations. Spread the strips one inch apart and then three inches apart. Note your observations. What is happening to the illusion of height? Share your observations with the group.
	C3PA	Select a fabric or wallpaper sample. Build a color scheme around your sample. Provide samples of floor, wall, furniture and accessories. All work should go into your portfolio.

RESOURCES

Housing Decisions pp. 139-155
Homes: Today and Tomorrow pp. 255-294
Homes With Character pp. 196-210, 212-226
Residential Housing pp. 70-90

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 004.00 - C3 : Apply background treatments effectively in the home.

OBJECTIVE : 004.01 - C3 : Evaluate floor treatments in terms of durability, cost, and appearance.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Floor Treatments	C1	Identify types of floor coverings on the market today. Include in your studies the following types: Resilient Nonresilient Carpet Rugs Look at factors such as cost, durability, care, comfort and appearance
Types Resilient Vinyl Asphalt Rubber Cork Nonresilient Wood Marble Stone Ceramic tile Clay tile Carpet and rugs	C3	Determine the type(s) of floor coverings that you have in your present home. List and evaluate them for durability, care, comfort, and appearance based on your own personal experience with them.
Selection factors Durability Cost Appearance Comfort Care	C3	Divide into small groups. Have one person in the group pretend to be an interior designer; the rest are clients. Select three alternate floor coverings appropriate for a given room. Allow the designer to present the choices to the group, supporting his or her presentation with basic facts about the floor coverings. Questions should be asked about cost, durability, care, comfort and appearance.
	C3	Evaluate samples of the following floor coverings: Vinyl, Asphalt, Rubber, Cork, Wood, Marble, Stone, Ceramic tile, Clay tile, Carpet, Rugs List qualities and characteristics of each. Make a selection of three floor covering samples you would put in a home. Estimate the approximate cost per square foot or yard. Classify floor coverings used most often based on costs, care and appearance.
	C3	Compare various types of carpet padding. Determine how carpet padding can preserve the life of a carpet. Present your findings to the class or group.

COMPETENCY: 004.00 - C3 OBJECTIVE: 004.01 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Measure a room plan provided by your teacher. Calculate the number of square yards of carpet needed for that room. Refer to catalogs and select a carpet. Using the price given per square yard of carpet, determine the total cost of carpeting the room.
	C3	During an FHA/HERO meeting, present ideas for creative yet inexpensive floor treatments for a young single person's first home or apartment.

RESOURCES

Housing Decisions pp. 156 -160
Homes: Today and Tomorrow pp. 314-319
Homes With Character pp. 238 - 248
Interior Design: A Space Planning Program pp.42-43
Residential Housing pp. 208-224
The Smart Kitchen pp. 33-35

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 004.00 - C3 : Apply background treatments effectively in the home.

OBJECTIVE : 004.02 - C3 : Select appropriate window treatments for various window styles.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Windows and Window Treatments	C2	Recognize the following types of windows: Bay, Double-hung, Awning Jalousie, Picture, Sliding Dormer, Casement, Fixed Cathedral, Arched, Clerestory
Types of windows Sliding Hinged Fixed		
	C3	Illustrate types of windows in your portfolio. Select one window style, and recommend a window treatment you would use. Justify your response.
Styles of windows		
Parts of a window	C1	Identify the parts of the window.
Types of window treatments Curtains Draperies Valances, cornices, swags and lambrequins	C3	Examine various window treatments, using magazine illustrations. Determine their effectiveness for energy conservation.
Shutters Shades Blinds Stained glass	C3	Calculate the number of yards of fabric you would need for a window treatment when given the window measurements and style of treatment.
	C3	Given a picture of a window, make a selection of a window treatment that would be appropriate as well as attractive. Choose suitable fabric samples. Present your project to the class.
	C3	Explore ways to treat windows creatively with the goal of increasing energy efficiency in the home. Allow the class to critique your "Creative Energy Saving Window Treatments."
	C1	As an FHA/HERO project, identify creative ways to alter and update existing window treatments in your home.

RESOURCES

Housing Decisions pp. 168-176
Homes: Today and Tomorrow pp. 325-329, 204-206
Homes With Character pp.250 -262
Interior Design: A Space Planning Program pp. 45-48
Residential Housing pp. 237-253

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 004.00 - C3 : Apply background treatments effectively in the home.

OBJECTIVE : 004.03 - C3 : Select wall coverings in terms of durability, cost, and appearance.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Wall Coverings Types of coverings Paint Wallpaper Paneling Molding Selection factors Durability Cost Appearance Size and shape of room Care	C3	Differentiate between oil (alkyd) and water-based (latex) paint. List the advantages and disadvantages of each and their impact on the environment. Determine which rooms in the home benefit most from alkyd paint. Why?
	C3	Examine various types of wallpapers. Determine appropriate choices for kitchens and bathrooms, dining rooms, foyers and living rooms. How did your choices differ based on the room?
	C3	Using various room sizes and shapes, recommend appropriate wall treatments. Present your recommendations to the class. Explain what will happen when the same room is treated differently, using the elements and principles of design to support your response.
	C3	Research the cost difference between paint and wallpaper. Consider durability and care. Contact building contractors, interior decorators or building supply stores for current prices.
	C1	Select one design from a display of remodeled rooms collected from magazines. After viewing the before and after pictures, list or tell the changes made. How did the wall treatments differ? Tell what changes you would have made. Share your recommendations with the group or class.
	C3	Plan an improvement project for the walls in one room in your home. Calculate the cost of implementing your plan. Present this information to FHA/HERO members.

RESOURCES

Housing Decisions pp. 161-164
Homes: Today and Tomorrow pp. 319-325
Homes With Character pp. 230 - 237
Interior Design: A Space Planning Program p. 44
Residential Housing pp. 192-203
"Better Homes and Gardens: Wallpaper Like a Pro!" (Meredith Corporation)

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 004.00 - C3 : Apply background treatments effectively in the home.

OBJECTIVE : 004.04 - C3 : Select lighting and/or lighting fixtures in terms of appropriateness.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Selection of Lighting and Lighting Fixtures	C1	Define the following types of lighting: General Task Accent
Purpose of lighting General		Choose examples of each from magazines or brochures.
Task/Local Accent	C1	Tell the difference between incandescent and fluorescent lighting. List the advantages and disadvantages of each.
Types of lighting Incandescent Fluorescent	C1	List locations in your home that have the following types of lighting: Task/local Accent
Parts of a lamp		Describe additional areas in the home where task or accent lighting would be needed or beneficial.
Lighting choices Built-in fixtures Portable fixtures Ceiling and wall Track Lamps	C2	Illustrate and label the parts of the lamp in your portfolio.
	C3	Given a room arrangement, indicate where lighting should be located and label the type of lighting you would recommend.
Selection guidelines Fixtures Lamps Energy conservation	C3	Research energy saving devices used with today's lighting technology.
	C3	Research methods of lighting and types of light fixtures used 100 years ago. Present your findings to FHA/HERO members.

RESOURCES

Housing Decisions pp. 176-187
Homes: Today and Tomorrow pp. 395-400
Homes With Character pp. 308-320
Interior Design: A Space Planning Program pp. 58-63
The Smart Kitchen pp. 21-27

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 005.00 - C3 : Select home furnishings and equipment to meet the needs of individuals or families.

OBJECTIVE : 005.01 - C2 : Discuss factors influencing choices in and the selection of sources for home furnishings.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Sources of Home Furnishings	C1	Brainstorm types of sources for home furnishings. Make a class list of all the sources mentioned. Identify those sources used by classmates and/or their families.
Types of sources Family/friends Flea markets/garage sales Second-hand stores Department stores Furniture stores Craftsmen Direct outlets Renting Classified ads	C2	Using the classified ads, choose furnishings for a bedroom or den/living room. Explain how much money you would have spent. Discuss the advantages and disadvantages of buying used furniture.
	C2	List furnishings in your home that are considered family heirlooms. Discuss their "value" in terms of appreciation and attachment.
Extending resources Recycling Reusing Reducing waste	C2	Discuss with your parents how they obtained most of their home furnishings. Make a summary of your discussion, and present it to the class.
Shopping guidelines Budget Comparison shop Cost Appearance Brand Quality Construction Care	C2	Present, in understandable terms, warranties on different home furnishings. Explain the information given on the labels. How will this information be helpful to the consumer?
	C1	Identify the following consumer protection agencies: Better Business Bureau Federal Trade Commission Consumer Product Safety Commission
Consumer references Better Business Bureau Federal Trade Commission Consumer Product Safety Commission		Give a description of the role they take in protecting the consumer. For future reference, list their addresses and phone numbers in your portfolio.
	C2	Explain the differences among improvising, constructing and reusing home furnishings. Identify how some of these methods have been used in your own home. Illustrate ways money can be saved by using one of these techniques.

COMPETENCY: 005.00 - C3 OBJECTIVE: 005.01 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Discuss the issues of "Recycle, Reuse, or Reduce Waste," the three R's of caring for our environment. Relate these concepts to the economical benefits gained by the family in acquiring home furnishings.
	C2	Discuss the information presented in a video on home furnishings.

RESOURCES

Housing Decisions pp. 189-190, 209
Homes: Today and Tomorrow pp. 371-372
Homes With Character pp. 283 - 286
"Choosing Furnishings and Accessories" (Meridian)

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 005.00 - C3 : Select home furnishings and equipment to meet the needs of individuals or families.

OBJECTIVE : 005.02 - C3 : Analyze design features, construction techniques, and materials to consider when choosing furniture.

TIME: 12 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Furniture Design and Construction	C1	Identify furniture styles. Choose examples of different styles from magazines or brochures. Note characteristics or trademarks of each style.
Furniture design and styles Traditional Transitional Modern and Contemporary	C3	Debate "Old stuff is made better and will last longer!" How has technology affected furniture construction and production? Examine a handmade, antique piece of furniture. In reproducing this piece of furniture today, what issues would have to be addressed (labor, talent, materials, costs)?
Materials Wood Veneer Solid Particle board Metal Glass Plastic	C1	Wood furniture is primarily constructed with three types of wood: veneer, solid wood and particleboard. List the advantages and/or disadvantages of each.
Basic Construction Joints Finishes	C3	Identify the following common furniture joints: Butt — Dado Rabbit — Mortise and tendon Mitered — Finger or box Tongue and groove — Dovetail Examine classroom furniture to determine the type of joint used for construction.
Upholstery Outer covering Frames, springs, padding	C3	Read manufacturers' labels on upholstered furniture. Determine the durability of the outercovering, based on the information given on the label. Research facts to support your information. How has technology improved outercoverings? What has been your experience with upholstered furnishings as related to care and durability?
	C3	Debate the following statement. "Furniture that is good will grow old with you; it will meet your needs for a lifespan." Analyze types and styles of furniture that will "grow old with you."

COMPETENCY: 005.00 - C3 OBJECTIVE: 005.02 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	For an FHA/HERO activity, select and accurately measure an upholstered piece of furniture in your home. With the assistance of an upholsterer, calculate the yardage requirements for the fabric. Together with the yardage and cost of the fabric, calculate the total price of having the piece of furniture upholstered. Include the cost of labor. Compare that expense to the expense of buying a new piece of furniture of the same quality.
	C1	Describe the regional styles of furniture found in America. Pick out examples of them from magazines.
	C3	Examine furniture designs and styles. List the distinguishing features of each. Select quality examples of each design and place in your portfolio. Include a written description for each example.

RESOURCES

Housing Decisions pp. 190-206
Homes: Today and Tomorrow pp. 356-370, 334-351
Homes With Character pp. 287-297, 264-277
Residential Housing pp. 135-181

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 005.00 - C3 : Select home furnishings and equipment to meet the needs of individuals or families.

OBJECTIVE : 005.03 - C3 : Analyze guidelines for selecting household textiles from the standpoint of function and decorative use.

TIME: 4 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Household Textiles	C1	Identify the different types of household textiles found in the home.
Types of household textiles Upholstery fabrics Linens Bed Bath Kitchen and dining Window fabrics Carpets and rugs	C3	Investigate characteristics of various household textiles. Divide into groups, and have each group select either cost, care, safety, or aesthetics of a selected textile. Research and present your findings to the class.
Selection guidelines Cost Care Safety Aesthetics	C3	Investigate fabric construction by observing various types and weaves of fabrics through a microscope or hand lens. Write down your observations of each fabric.
	C3	Create an applied design on fabric samples. Use ready-made designs, or create your own design to use with your colors.
Construction Woven Plain Twill Satin Nonwoven Knitted Fiber content Natural Manmade Fabric Design Structural Applied Fabric finishes	C3	Create a replica of a structural fabric design through the process of weaving paper strips. Present your design to the class.
	C3	Test fabric finishes as described on the manufacturers' labels. (Wrinkle proof, stain proof, flame resistant, flame retardant, etc.) Discuss the results of each test with the class or group.
	C3	Apply your own fabric finish to a sample piece of fabric. Determine the effectiveness of that fabric finish with self-designed tests.

RESOURCES

Housing Decisions pp. 194-198, 174-175
Homes: Today and Tomorrow pp. 317, 366-369
Homes With Character pp. 340-352
Residential Housing pp. 127-134
"House Beautiful: Decorating With Sheets" (Hearst Corporation)

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 005.00 - C3 : Select home furnishings and equipment to meet the needs of individuals or families.

OBJECTIVE : 005.04 - C3 : Analyze consumer aspects of household equipment options, in terms of individual or family needs and resources.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Household Equipment Options	C3	Examine equipment use and care manuals for energy-saving hints. Critique the appliances in your classroom. Are energy conservation techniques being used? List ways to improve energy conservation in your classroom. Explore ways energy conservation techniques can be increased in your home environment.
Decision-making factors Needs Resources Space requirements Available technology Renting vs. buying	C3	Research the cost of a new appliance. Compare that cost with the expense of renting the same appliance. Compute the cost difference. What are the advantages and disadvantages of renting vs. buying appliances. Which method is the most economical? Justify how renting may be the best option for certain individuals or families.
Consumer aspects Energy efficiency Safety features Underwriters' Laboratories (UL) American Gas Association	C3	Explore market trends in today,s appliances. (Example: black glass vs. white fronts)
Warranties/extended warranties/service contracts	C3	Distinguish between limited and lifetime warranty.
Installation costs	C3	"Dare to Repair": Determine when it is cheaper to replace an item than it would be to repair it.
	C2	Interpret labels from the following: EnergyGuide Underwriters' Laboratories American Gas Association
	C3	Present to FHA/HERO members the latest trends and technological developments in household equipment.

RESOURCES

Housing Decisions pp. 209-222
Homes: Today and Tomorrow pp. 429-435, 454-455
Homes With Character pp. 366-379
"Major Appliance Selection and Care" (Meridian)

COURSE: Interior Design and Housing **UNIT:** Planning the Interior of the Home

COMPETENCY: 005.00 - C3 : Select home furnishings and equipment to meet the needs of individuals or families.

OBJECTIVE : 005.05 - C3 : Evaluate accessory alternatives for functional and aesthetic value in keeping with personal preferences.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Accessory Alternatives	C3	Explain the difference between decorative and functional accessories. Justify why people have both in their homes.
Types Decorative Functional	C3	Examine the various styles of accessories: traditional, modern, contemporary and eclectic. Critique each style. Decide on the style you feel most comfortable with, and select examples from magazines to share with the class.
Style Traditional Modern Contemporary Eclectic	C3	Many of today's interior designers use accessories to develop an overall room plan. From a magazine, select an accessory that you feel has the potential for being a good basis for decorating a room, based on its colors, qualities or characteristics. Present your reasons and ideas to the class.
Acquisition Process Cost Initial Maintenance Replacing Financing	C3	Develop a list of basic guidelines for using accessories as wall decorations. Establish how the elements and principles of design help to create a pleasing effect.
Accessory guidelines Elements and principles of design Overall plan Purpose	C1	Identify ways accessories establish a personality for a room. Can you look at decorated rooms in magazines and list traits or characteristics about the occupant?
	C3	Using before and after pictures, evaluate room design through the use of accessories.
	C3	Visit a retail store that sells home accessories. Evaluate the cost of these items. Present your findings to FHA/HERO members.

RESOURCES

Housing Decisions pp. 206-207
Homes: Today and Tomorrow pp. 401-403
Homes With Character pp. 322-336
Residential Housing pp. 90-92

COURSE: Interior Design and Housing **UNIT:** Careers in the Interior Design/ Housing Profession.

COMPETENCY: 006.00 - C3 : Explore career opportunities in interior design and housing.

OBJECTIVE : 006.01 - C1 : Identify career opportunities in the interior design and housing field.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Career Opportunities	C1	Identify types of interior design careers. Describe job responsibilities. Cite tasks or activities that require math skills. Can you perform those math skills? Identify math skills that you need to improve.
Job clusters in housing Design and construction Furnishings and interior design. Care and maintenance Real estate Communications	C1	Pick out successful businesses or individuals who were entrepreneurs. Identify their educational background or training and the skills or resources they used to achieve their success.
Career levels Entry Mid-level Professional	C1	Define the term "entrepreneurship." Cite examples of local or well-known entrepreneurs. What made their ideas work and turn into a successful business?
Entrepreneurship	C1	Identify the career levels in interior design and housing. Highlight careers advertised in the newspaper. Recognize their level and income potential.
	C1	List your career interests at an FHA/HERO meeting. Share your list with other members. Recognize similarities.

RESOURCES

Housing Decisions pp. 305-325
Homes: Today and Tomorrow pp. 44-59

Careers in Home Economics pp.408-461
Creative Living pp. 667
Homes With Character pp. 459-474
Interior Design: A Space Planning Program pp. 4-5
Residential Housing pp. 375-381
"Careers in Housing" (Meridian)

COURSE: Interior Design and Housing **UNIT:** Careers in the Interior Design/ Housing Profession.

COMPETENCY: 006.00 - C3 : Explore career opportunities in interior design and housing.

OBJECTIVE : 006.02 - C3 : Examine education and training needed for a career.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Education and Training	C1	List the various job clusters in housing and interior design. Choose the cluster that interests you the most. Describe the types of jobs in that cluster and their range of salaries.
Types of education and training On-the-job Apprenticeship Professional	C3	Select a career in Housing and Interior Design. Research the career for qualifications and formal training required. Determine income potential.
	C3	Conduct an interview with someone with a career in the housing field. Write a report describing the specific qualifications and characteristics needed for that career. Present your research to the class.
	C3	Explore housing careers during the Middle Ages. Determine the training needed for those careers and the extent of area specialization. Discuss your findings to the class.
	C3	Interview someone in the interior design and housing field who used on-the-job training or apprenticeship to get his position. Present your findings to FHA/HERO members.

RESOURCES

Housing Decisions pp. 305-325
Homes: Today and Tomorrow pp. 44-59
Careers in Home Economics pp.408-461
Creative Living pp. 667-673
Homes With Character pp. 459-474

COURSE: Interior Design and Housing **UNIT:** Careers in the Interior Design/ Housing Profession.

COMPETENCY: 006.00 - C3 : Explore career opportunities in interior design and housing.

OBJECTIVE : 006.03 - C2 : Relate personal qualities needed for success in this industry.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Qualities for Success	C1	Describe work habits that lead to success. Give examples of how your study habits or your involvement in school may be a measure of your strength in those areas.
Personal Qualifications Attitude Work habits Relationship skills	C2	Relate getting along with others and cooperation to job success in the work place.
Job skills and aptitude	C1	Transferable skills can be used in many different jobs and can be learned through education, training and life experiences. Identify examples of transferable skills related to human and interpersonal relations.
Leadership skills		
Promotions	C2	Discuss how promotions are closely related to those individuals who "have their act together."
	C2	Interpret the difference between an optimist and a pessimist. Note how negative attitude affects job performance.
	C2	Interpret how being an active FHA/HERO member can help develop personal qualities needed for success in this industry.

RESOURCES

Housing Decisions pp. 305-325
Homes: Today and Tomorrow pp. 43-61
Careers in Home Economics pp. 102-111
Homes With Character pp. 459-474

COURSE: Interior Design and Housing **UNIT:** Careers in the Interior Design/ Housing Profession.

COMPETENCY: 007.00 - C3 : Evaluate careers in interior design and housing.

OBJECTIVE : 007.01 - C3 : Examine the work environment for the interior design and housing field.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Work Environment Work conditions Physical surroundings Job safety Indoor\outdoor Work schedule Pay scale and advancement Fringe benefits Dues and fees Competition Job security	C1	Define fringe benefits. State their advantages. Describe the jobs least likely to provide fringe benefits.
	C1	Highlight housing jobs found in the classified ads. How do the salaries of those jobs compare to those of other jobs? Is there a good selection of jobs from which to choose? From the job title, what do you imagine the work environment to be like?
	C2	With the use of a calculator, convert weekly salaries into monthly and yearly incomes. Get your salary information from classified ads.
	C2	Debate the following issues with your class and FHA/HERO members. The influence of technology on housing construction? Health and safety agencies related to the housing industry. Radon and its impact on people and the sale of a home. Job limitation for disabled or handicapped individuals. Job security in house construction

RESOURCES

Housing Decisions pp. 305-325
Homes: Today and Tomorrow pp. 43-61
Careers in Home Economics pp. 408-461
Homes With Character pp. 459-474

COURSE: Interior Design and Housing **UNIT:** Careers in the Interior Design/ Housing Profession.

COMPETENCY: 007.00 - C3 : Evaluate careers in interior design and housing.

OBJECTIVE : 007.02 - C3 : Investigate how the economy affects the job market.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Economy and the Job Market	C2	Interpret how the economy dictates the job market. List examples of unemployment or job layoffs due to the economy. Discuss problems related to layoffs or unemployment.
Fluctuations in the economy		
Job availability	C2	Discuss, with your social studies teacher, the influence of the economy on careers in the housing profession. Make a summary of the discussion, and share it with the class.
Trends		
	C3	Research job availability in an area that interests you. Speak with someone in your selected area. Discuss the job market, his personal experiences and recommendations he would make for someone interested in getting a job in that field. Record your findings and submit to the teacher in the form of a written report.
	C1	Describe what is meant by the term "economy."
	C3	Invite a real estate agent to speak at an FHA/HERO meeting. Evaluate what he says about homes sales in relation to the economy.

RESOURCES

Housing Decisions pp. 305-325
Homes: Today and Tomorrow pp. 43-61
Careers in Home Economics pp. 408-461
Homes With Character pp. 459-474

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 008.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 008.01 - C1 : Describe the rituals and symbols of an organization.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Organizational Rituals and Symbols	C1	Recognize the emblem, flower and colors for the Future Homemakers of America (FHA) organization.
Rituals and Symbols Objective Purposes	C1	State the eight purposes of FHA. Tell what each purpose means to you.
Motto Creed Ceremonies	C1	Tell the story of the rose and how it became the FHA flower.
Emblem Flower Colors	C1	Recognize the FHA emblem. Point to each illustration on the emblem and tell what each one means. Recognize how the emblem has eight sides, each symbolizing one of the eight purposes.
	C1	State in your own words the meaning of the FHA motto, "Toward New Horizons."
	C1	Describe the various ceremonies held in the FHA organization.

RESOURCES

FHA/HERO Chapter Handbook pp. 1-13
Learn, Grow, Become: Student Manual pp. 1-29, 58-60
North Carolina FHA/HERO Handbook pp. 58-60

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 008.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 008.02 - C2 : Illustrate effective and ineffective leadership.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Leadership	C2	Relate the following personal traits to leadership qualities:
Leadership qualities		Loyalty to an organization
Positive personality		Sensitivity to group and individuals
Communicates effectively		Impartiality to group and individuals
Good memory		"Umpiring" and moderating
Creative		Patience
Sells ideas		Sense of humor
Solves problems		Democratic attitude that encourages group members to "rise and shine"
Businesslike appearance		Recognizes the value of an "expert's" information, but carefully define the "expert's" role
Leadership		
Styles		
Autocratic	C2	Discuss the following two concepts about leadership. Recognize how these concepts lead to success in an organization or a group.
Democratic		"Leadership is action taken by people which helps the group to accomplish its objectives."
Laissez faire		"A leader is any person who helps the group move forward toward determining and fulfilling its objectives."
Effective	C2	Interpret ways leaders can provide opportunities for members to become involved. Examples: Rotation of jobs, group discussions for input, or a wide variety of experiences to incorporate numerous talents.
Ineffective	C1	Identify things that "turn you off" from people in leadership roles.
	C2	Explain the three styles of leadership. Discuss the advantages and disadvantages of each.

RESOURCES

North Carolina FHA/HERO Handbook pp. 7-18
Leadership Development pp. 8-11
Learn, Grow, Become: Student Manual pp. 123-179

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 008.00 - C2 : Explain characteristics needed to be a productive member of society.

OBJECTIVE : 008.03 - C1 : Identify opportunities for leadership roles and cooperative efforts.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Leadership Roles and Opportunities	C1	Recognize the structure and roles of various types of groups or organizations. Identify the need for "hierarchial" positions within each unit. State how the success of any unit is dependent on the cooperation of the whole.
Roles Family Friends School Organizations Member Officer Committee head/ member Community	C1	List benefits of being a **productive** member of an organization.
	C1	Recognize techniques for giving constructive criticism to someone. Tell members about situations in which you have received constructive criticism and what your personal reaction was.
Opportunities for involvement	C1	Identify some "positive" ways to admit "I was wrong" or "I made a mistake."
Family School organizations Community activities	C1	Networking provides access to people and resources. It can promote cooperative relationships within an organization. Identify how networking can be used in your organization.
	C1	There are always followers and leaders in any group. Identify other roles found in groups such as a compromiser or an opinion-giver.

RESOURCES

FHA/HERO Chapter Handbook pp. 46-48
Leadership Development pp. 8-11
Learn, Grow, Become pp. 157-164
North Carolina FHA/HERO Handbook pp. 7-18

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 009.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 009.01 - C3 : Use the planning process to make decisions.

TIME:. 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Planning Process	C1	Identify the steps in FHA/HERO planning process. State how they are used in making organizational decisions.
Planning process steps Identify concerns Set goals Form a plan Act on the plan Follow-up	C3	Select an individual/group project. Use the planning process to plan, organize and make decisions about the project.
	C3	Use the brainstorming technique to gather ideas for projects for your organizations.
	C3	Use the planning process to implement one of the following projects. Participate in the Functional Interiors Competitive event Explore ways the homeless situation can be addressed through FHA/HERO Visit homes to view energy-saving features

RESOURCES

FHA/HERO Chapter Handbook pp. 31-40
Careers in Home Economics pp. 38-39, 72-83
Learn, Grow, Become: Student Manual pp. 65-66

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 009.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 009.02 - C3 : Distinguish between long- and short-term goals.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Goals	C1	State the difference between a long- and short-term goal.
Types Long term Short term	C3	Prepare a list of personal short- and long-term goals. Prioritize the list and share it with your group. Do you recognize any similar goals?
Concepts Prioritizing goals Evaluating goals Realistic goals	C3	From a list of goals prepared by your teacher, determine whether they are short or long term.
	C3	Select a long-term goal that is important to you. Prepare a plan sheet showing the steps or stages needed to achieve that goal and the time it will take to accomplish each step.
	C3	Determine what is meant by a realistic goal.

RESOURCES

Creative Living pp. 41-47
Leadership Development pp. 4-6
Learn, Grow, Become: Student Manual pp. 65-66
North Carolina FHA/HERO Handbook p. 26

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 009.00 - C3 : Apply decision-making skills in individual/organizational activities.

OBJECTIVE : 009.03 - C1 : Describe ways to manage time effectively.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Time Management	C1	State how the following techniques encourage time management: Keeping a calendar Making a priority list Setting goals Grouping similar activities Overlapping/dovetailing Limiting interruptions
Time management techniques Keep a calendar Priority list Goal setting Grouping similar activities Overlaping/dovetailing Limit interruptions	C1	Define procrastination. Identify how you have personally been affected by procrastination.
Time-wasters Procrastination Disorganization Distractions	C1	List the advantages and disadvantages of planning ahead.
	C1	Tell the importance of writing lists. Identify reasons why mental notes are not always reliable.
	C1	Identify an in-depth FHA\HERO project. Describe how to set up a time schedule for the project.

RESOURCES

Creative Living pp. 249-254
Teen Guide pp. 179-184
Todays Teen pp. 125-127

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 010.00 - C3P : Practice effective communication skills.

OBJECTIVE : 010.01 - C2 : Explain how communication affects leadership.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Communication	C2	Illustrate verbal and nonverbal communication.
Types Verbal Nonverbal	C2	Discuss what is meant by "Communication is a two-way street."
Skills Listening Speaking Writing Reading	C2	Relate the following qualities to effective communication and leadership: Gets along well with others Helps plan and organize activities Has enthusiasm for activities and people Has a sense of humor Demonstrates "equity" in dealing with people Has the ability to evaluate Exhibits trust and faith in people Believes in democracy
	C2	Discuss how reading and writing are mainstays to effective communication.
	C2	Discuss the following: "People who are at the top of the ladder are those who have learned how to **express** their ideas effectively and persuasively to an audience."
	C2	Relate attention, concentration, evaluation and feedback to good listening skills.

RESOURCES

FHA/HERO Chapter Handbook p. 79
Careers in Home Economics pp. 86-99
Creative Living pp. 82-88
Leadership Development pp. 84-122
Learn, Grow, Become pp. 191-259
North Carolina FHA/HERO Handbook pp. 40-41

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 010.00 - C3P : Practice effective communication skills.

OBJECTIVE : 010.02 - C3P : Prepare a written persuasive presentation.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Persuasive Presentation	C1	Identify methods of writing a persuasive presentation.
Methods Monroe Introduction Need Satisfaction Visualization Action Problem Solving Problem Solution Others	C3P	Using the following outline, prepare a written presentation. Refer to example for clarification. Introduction : Why Recycle? Need : Conservation of Planet Earth Satisfaction : Nat'l Resources will last longer Visualization : Imagine the planet w/o water Action : Use recycling bins today!
	C3P	Use the problem solving approach to write a persuasive presentation. Refer to the example for clarification. Problem : Barriers to affordable housing Solution : (Give your supporting evidence here with your solution.)
	C3	Write a persuasive speech to present to the school principal concerning an activity that you would like your FHA/HERO organization to do during this school year.

RESOURCES

Leadership Development pp. 84-122
Learn, Grow, Become: Student Manual pp. 211-219
North Carolina FHA/HERO Handbook pp. 40-41

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 010.00 - C3P : Practice effective communication skills.

OBJECTIVE : 010.03 - C3P : Present a prepared speech.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Prepared Speech	C3	Recommend techniques to evaluate effective speaking.
Speech outline Introductior Body Conclusion	C3P	Supporting material for a prepared speech may include one of the following: statistics, examples analogies, or quotations. Select one of the beginnings listed below. Prepare a speech using appropriate supporting material. When buying a ———, look for . . . The advantages of ——— are . . . The types of . . . How to . . .
Speaking skills Method of presentation/ delivery		
Evaluation	C3P	Present a prepared speech in class. Videotape the speech so that you can evaluate the results.
	C3P	Present guest speakers at a FHA/HERO meeting. Give a brief background of the guest, and lead the applause after the introduction.
	C3P	Present a prepared speech to the Parent/Teacher Organization concerning your FHA/HERO organizational activities.
	C1	Identify how the following items impact the effectiveness of speech delivery: Voice projection Pronunciation Word emphasis Gestures/Posture Personal appearance Speech outline

RESOURCES

Learn, Grow, Become pp. 193-219
Learn, Grow, Become: Student Manual pp. 211-219
North Carolina FHA/HERO Handbook pp. 40-41

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 010.00 - C3P : Practice effective communication skills.

OBJECTIVE : 010.04 - C3P : Present an extemporaneous speech.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Extemporaneous Speech	C3P	Select a topic from a list provided by the teacher. Present an extemporaneous speech on that topic.
Parts Introduction Body Closure	C1	List the steps used in presenting a prepared speech. Specify how you use those steps when gathering your thoughts for an extemporaneous speech.
	C3	A new student has enrolled in your Interior Design and Housing class. Present a three-minute speech on how you would inform that new student about FHA/HERO and your method of inviting him to join your organization.
	C3P	Present an extemporaneous speech on whether an employee should report theft by another employer to the store manager.
	C3P	Present a five-minute speech on the responsibilities a home furnishings salesperson assumes in pointing out known defects or substandard merchandise to his customers.

RESOURCES

Learn, Grow, Become pp. 193-219
Learn, Grow, Become: Student Manual pp. 211-219
North Carolina FHA/HERO Handbook pp. 40-41

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 011.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 011.01 - C1 : State purposes for using parliamentary procedure.

TIME: .5 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Parliamentary Procedure	C1	Recognize the following purposes of parliamentary procedure:
Purposes		Enables an assembly to transact business with speed and efficiency.
Reasons		Protects the rights of each individual.
		Preserves a spirit of harmony within the group.
Order of business	C1	State the "Order of Business" in parliamentary procedure.
Persons responsible		
Chairperson		
Members	C1	Give a description of one of the four reasons listed below for using parliamentary procedure.
Secretary		
		One thing at a time
		Courtesy to everyone
		The rules of the majority
		The rights of the minority
	C1	Recognize the responsibilities of the following:
		Chairperson
		Members
		Secretary

RESOURCES

FHA/HERO Chapter Handbook pp. 67-72
Learn, Grow, Become pp. 81-109
Learn, Grow, Become: Student Manual pp. 81-102
North Carolina FHA/HERO Handbook pp. 21
Parliamentary Procedure, Student Manual pp. 1-3

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 011.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 011.02 - C3 : Prepare an agenda.

TIME: .5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Agenda	C1	Identify the purpose of an agenda.
Agendas Purpose Components Order Types/Forms	C1	Specify the items found on a typical agenda.
	C3	Examine various sample agendas. Note the order used for the various items. Compare that order to the "Order of Business" used in parliamentary procedure.
	C3	Justify how a well-planned agenda can promote effective organization and time management.
	C3	Plan and prepare an agenda. Evaluate the results.

RESOURCES

FHA/HERO Chapter Handbook pp. 58-59
North Carolina FHA/HERO Handbook pp. 21

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 011.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 011.03 - C1 : Describe methods of voting.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Voting Methods	C1	Describe the following methods of voting: Voice Hands Division of the House Ballot General consent Vote by mail Proxy Unit
	C1	State what is meant by "yeas and nays."
	C1	Describe secret ballot voting. Identify situations in which this is an effective way of voting.
	C1	Identify another term used for a "standing vote."
	C1	Recognize various methods of voting through the use of role-playing activities.

RESOURCES

Learn, Grow, Become p. 98
Learn, Grow, Become: Student Manual p. 98
North Carolina FHA/HERO Handbook pp. 21

COURSE: Interior Design and Housing **UNIT:** Leadership and Citizenship

COMPETENCY: 011.00 - C3P : Demonstrate techniques for conducting a meeting.

OBJECTIVE : 011.04 - C3P : Demonstrate the steps for making and processing a motion.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Motions Making a motion Processing a motion Amending a motion	C1	Describe the following types of motions: Main Subsidiary Privileged Incidental
	C3	Demonstrate how to state various types of motions.
	C3	Carry out the steps in processing a motion.
	C3	Demonstrate how to amend a main motion.
	C1	List some do's and don'ts in making and processing a motion.

RESOURCES

FHA/HERO Chapter Handbook pp. 67-73
Learn, Grow, Become pp. 98-103
Learn, Grow, Become: Student Manual pp. 98-103
North Carolina FHA/HERO Handbook pp. 22-23

COURSE: Interior Design and Housing **UNIT:** Evaluate Interior and Exterior Living Space

COMPETENCY: 012.00 - C3PA: Examine home interiors in terms of space, convenience, and aesthetic values.

OBJECTIVE : 012.01 - C3 : Evaluate a floor plan in respect to convenience and use of space.

TIME: 8 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Evaluating Floor Plans	C3	Select appropriate floor plans for an individual or family based on a profile provided by your teacher.
Interpret floor plans Blueprints Blueprint symbols Scale drawing Elevation	C3	Determine traffic paths on a given floor plan.
	C3	Determine the three zones in a home using a specific floor plan. Present the identified zones to the class.
Identify needs, wants and available resources	C1	Describe specific changes that would need to be made in a floor plan (provided by your teacher) to accommodate someone confined to the use of a wheelchair. Highlight the changes. State to the class the changes you made. Point to the areas that needed the most attention to meet their needs.
Space management Social zone Private zone Service zone		
Traffic paths	C1	Identify an area in a given houseplan that could be used for your personal interests or hobbies. Describe how that area would be organized to accommodate that activity.
	C1	Recognize the architectural symbols used on blueprints. Tell what each symbol represents on a specific floor plan.
	C3	Using a computer program or project designer, draw a floor plan for a one-bedroom apartment with a living room, kitchen and dining area, bath, and storage area. Draw in the correct symbols. Evaluate your plan for convenience and use of space. Calculate the living space.
	C3	Evaluate traffic paths (circulation) in floor plans to determine ease of movement and convenience within a home.

COMPETENCY: 012.00 - C3PA **OBJECTIVE:** 012.01 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	List recommended space allowances for the following: Doors/openings Interior Exterior Traffic paths Major Minor
	C3	Select a floor plan for convenience and good use of space. Compare your selection to those of your FHA/HERO members. Using parliamentary procedure and a specific method of voting, select the floorplan that is rated the highest by the majority of FHA/HERO members.

RESOURCES

Housing Decisions pp.117 -136
Homes: Today and Tomorrow pp. 377-391

Architecture pp. 283-298
Floorplan: Architectural Drawing Program
Homes With Character pp. 128-145
Home Designer (Stanley)
Interior Design: A Space Planning Program pp. 10-24
Residential Housing pp. 20-31

COURSE: Interior Design and Housing **UNIT:** Evaluate Interior and Exterior Living Space

COMPETENCY: 012.00 - C3PA: Examine home interiors in terms of space, convenience, and aesthetic values.

OBJECTIVE : 012.02 - C3 : Examine basic kitchen and bathroom designs.

TIME: 7 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Kitchens and Bathrooms	C3	Determine kitchen shapes using pictures from magazines. What trends do you see in today's kitchen designs? (Example: The "Us" room)
Basic kitchen designs One-wall Two-wall/Corrider L-shaped U-shaped Modified	C3	Evaluate the work triangle in the basic kitchen designs. Troubleshoot potential hazards with kitchens having a broken work triangle.
	C1	Identify appropriate flooring for the kitchen. Choose one type and tell the class its advantages and disadvantages, based on its care and life expectancy.
Advantages and disadvantages of basic kitchen shapes		
Bathrooms Full Half	C3	Compute the cost of updating a kitchen. Plan this update to be a do-it-yourself activity. Use catalogs and advertisements to select your item updates and their costs.
Special considerations Ventilation Lighting Flooring Wall treatment Traffic paths	C3	Explore current trends in bathroom design. Relate how water and energy conservation may or may not be a consideration when garden and whirlpool tubs are concerned.
	C1	Describe a "powder room." Tell how it got its name.
	C2	Relate the importance of ventilation in kitchens and bathrooms.
	C3	Using a computer program, design a bathroom (6' x 10'). Show the location and size of each fixture in the plan.
	C3	Plan a lifetime design bathroom. Illustrate the accessibility of the facilities and storage. Present your project to FHA/HERO members.

COMPETENCY: 012.00 - C3PA OBJECTIVE: 012.02 - C3

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3	Evaluate kitchen flooring using the following considerations. Is it... Easy to clean? Durable? Relatively soft? Beautiful? Suitable for the chemically sensitive person?
	C3	Using a computer program, update an existing kitchen. Calculate dimensions of each cabinet to determine actual storage space.

RESOURCES

Housing Decisions pp. 123-125
Homes: Today and Tomorrow pp. 419-453

Architecture pp. 127-140, 78-86
Bathroom (Generic Software)
Floorplan: Architectural Drawing Program
Homes With Character pp. 148-162,176-180
Kitchen (Generic Software)
Residential Housing pp. 51-61
The Accessible Housing Design File pp. 105-143
147-187

COURSE: Interior Design and Housing **UNIT:** Evaluate Interior and Exterior Living Space

COMPETENCY: 012.00 -C3PA : Examine home interiors in terms of space, convenience, and aesthetic values.

OBJECTIVE : 012.03 -C3PA : Arrange furniture to meet spatial, aesthetic, and convenience needs.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Furniture Arrangement	C3PA	Demonstrate the basic principles of furniture arrangement with the use of transparencies, model furniture and an overhead projector.
Principles of furniture arrangement Purpose of room Architecture and shape of room Traffic patterns Principles and elements of design	C3	Using specific room designs, arrange furniture a variety of ways to meet the needs of different families or individuals.
	C1	Identify basic tools and supplies used in planning a room arrangement on paper.
Create a plan Room drawings Furniture templates Planning on paper	C3	Select a bedroom floor plan. Plan furniture arrangements for that bedroom four different ways. Each plan will use a different bed size. Include separate drawings for twin beds, a double, a queen, and a king size bed. Present your designs to the class.
	C3	Use a computer program to plan and draw a floor plan to include furniture arrangements. Label the size and name for each furnishing.
	C1	Identify basic guidelines for arranging furniture. List minimum space clearances.
	C3PA	Draw traffic paths in rooms with furniture arrangements. Evaluate the arrangement for ease of movement and convenience based on your findings from the identified traffic paths.
	C3	Demonstrate how to use an architect's scale accurately. Recognize the most commonly used scale (1/4").

RESOURCES

Housing Decisions
Homes: Today and Tomorrow pp. 385-391

Architecture pp. 73-87, 89-115
Floorplan: Architectural Drawing Program
Homes With Character pp. 297 -305
Interior Design: A Space Planning Program pp. 25-28, 65-71
Residential Housing pp. 33-51
"Better Homes and Gardens: Room Arranging Do's and Don'ts" (Meredith Corporation)

COURSE: Interior Design and Housing **UNIT:** Evaluate Interior and Exterior Living Space

COMPETENCY: 013.00 - C3 : Evaluate housing exteriors from the standpoint of design, construction, and materials.

OBJECTIVE : 013.01 - C1 : Describe design features and construction techniques which contribute to quality workmanship in different house styles.

TIME: 4 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Features and Construction Techniques of Different House Styles	C1	Recognize house styles of the past. Give a description of the unique characteristics of each house design.
House styles of the past and present	C1	Identify the factors that influence the type and style of home people choose to live in today.
Exterior characteristics of house styles	C1	Tell how different cultures have influenced the styles of houses available today in America. Consider the following: Houseboats from China Chalets or "A" Frames from Switzerland Log Houses from Norway Sod Houses from Ireland Can you site other examples? What influence do think geography had on the style of homes built in the countries listed above?
Modern and contemporary styles Ranch Split-level Contemporary		
Developments in housing design Geodesic and foam domes Solar homes Earth-sheltered houses The "smart" house	C1	Describe the following styles of houses: Ranch Split-level Contemporary What styles of homes built today fit into these categories listed above?
	C1	Describe the SMART HOUSE. Tell about its centralized management capabilities and its special design features. (Teacher note: For more information write to: 400 Prince George's Boulevard, Upper Marlboro, Maryland 20772-8731 or call 301-249-600)
	C1	Point to design features of "Solar" homes. Describe the methods used to save energy costs.
	C1	List the advantages and disadvantages of solar heating.

COMPETENCY: 013.00 - C3PA **OBJECTIVE:** 013.01 - C1

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Describe "Earth-Sheltered" homes. List their characteristics and their advantages and disadvantages. Identify reasons for acceptance or rejection for financing, insuring, and\or constructing.
	C1	List the advantages and disadvantages of a dome home.
	C1	Recognize design features and their strengths for the following types of homes. Foam domes Geodesic Solar Earth-sheltered The SMART house
	C1	Recognize the different types of roof styles.

RESOURCES

Housing Decisions pp. 259-274
Homes: Today and Tomorrow pp. 69-127
Architecture pp. 395-418
Homes With Character pp. 2-60
Residential Housing pp. 233-236, 315-329

COURSE: Interior Design and Housing **UNIT:** Evaluate Interior and Exterior Living Space

COMPETENCY: 013.00 - C3 : Evaluate housing exteriors from the standpoint of design, construction, and materials.

OBJECTIVE : 013.02 - C2 : Discuss the advantages and disadvantages of different types of materials used for exterior construction.

TIME: 4 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Exterior Home Construction	C2	Describe the care and upkeep needed for the following exterior wall materials: Brick Stucco Wood Siding Stone Aluminum Siding Vinyl Siding
Advantages and disadvantages of exterior wall materials Brick Frame Siding Wood Aluminum Vinyl Stucco Stone		Which type of exterior is the least expensive to install initially? Which type of exterior is the most expensive to install initially? Which type of exterior has the least amount of maintenance over a long period of time? Which type of exterior is the most expensive to maintain?
Advantages and disadvantages of other exterior materials		List the advantages and disadvantages of each type of exterior.
Roof Materials Flashing Gutters	C2	Give meaning to the terms flashing and guttering. Relate them to their use. List the advantages of having gutters on a home.
Window styles and frames Doors	C2	There are advertisements quite frequently on television about window replacements. In the advertisements, you see windows that are not only easy to clean but are guaranteed for a lifetime. Discuss why windows units need to be replaced. Identify types of windows that are the most efficient and economical over a long period. Relate initial cost to the longevity of the window.
	C2	Identify the types of materials used in constructing exterior doors. State the advantages and disadvantages of each. Choose the type of door you feel is the most durable and secure.

COMPETENCY: 013.00 - C3 **OBJECTIVE:** 013.02 - C2

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Describe various materials used in making gutters. Point to the material with the greatest life-span.
	C1	Identify various types of materials used in covering a roof. Describe each type. List the advantages and disadvantages of each.
	C2	Interpret the impact cost has on the selection and use of exterior materials for a home. Relate this information to local housing developments and their average selling price. Discuss this information with FHA/HERO members.

RESOURCES

Housing Decisions
Homes: Today and Tomorrow pp. 191-207
Homes With Character pp. 57-60, 92-94, 451-452
Residential Housing pp. 182-192

COURSE: Interior Design and Housing **UNIT:** Evaluate Interior and Exterior Living Space

COMPETENCY: 013.00 - C3 : Evaluate housing exteriors from the standpoint of design, construction, and materials.

OBJECTIVE : 013.03 - C3 : Plan outdoor areas to extend living space.

TIME: 3 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Outdoor Living Space Outdoor areas Terraces Decks Patios Balconies Breezeways Porches Open Screened Gardens Courtyards	C1	Describe the following areas of a home: Terrace — Open porch Deck — Screened porch Patio — Courtyard Breezeway — Garden
	C3	Select, from a given houseplan, an outside area of a home to create extended living space. Plan and draw to scale an arrangement of deck or garden furniture. Include the sizes on the furniture used. Present your project to the class.
	C3	Select a house plan which does not have a patio. Plan and design a patio for that plan using one-quarter inch scale. Design a landscape to enhance the patio and provide privacy. Write a description of any special features. Present your project to the class.
	C3	Using a computer program, plan and draw a patio or courtyard designed specifically for privacy and comfort. Illustrate furniture arrangement and special landscape features.
	C3	Design a play patio for a pool area. Illustrate arrangement of furniture and landscape design through the use of a computer program or project designer.
	C3	Using a computer, design a landscape for a home that backs-up to a noisy highway. Employ landscape ideas which provide privacy and reduce noise.

COMPETENCY: 013.00 - C3 OBJECTIVE: 013.03

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C2	Interpret the usefulness of outdoor living areas. Relate them to lifestyle, hobbies and methods of relaxation.
	C3	Plan an outdoor FHA/HERO meeting. During this meeting, plan a school improvement project. Examine ways to make outdoor living areas accessible to special populations.

RESOURCES

Housing Decisions pp. 134
Homes: Today and Tomorrow pp. 236-237

Architecture pp. 116-124
Deck Designer (Stanley)
Floorplan: Architectural Drawing Program
Homes With Character pp. 144-145
Landscape (Autodesk)
Landscape Designer (Stanley)
Residential Housing pp. 43-45, 338-349
The Accessible Housing Design File pp. 29-66
"Better Homes and Gardens: Solving Landscaping Problems" (Meredith Corporation)

COURSE: Interior Design and Housing **UNIT:** Evaluate Interior and Exterior Living Space

COMPETENCY: 014.00 - C2 : Interpret the relationship of comfort, conservation, security, and safety of a home.

OBJECTIVE : 014.01 - C1 : Describe how structural features contribute to the comfort, conservation, security, and safety of a home.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Comfort, Conservation, Security, and Safety Structural features Electrical and wiring Plumbing Heating and cooling Traditional systems Solar heating Combination systems Controls for comfort Security devices Door locks Window locks Peepholes and chains Alarm systems	C1	Describe the various ways to heat and cool a home. Recognize those that are the most energy efficient. State ways to conserve energy with the various methods of heating and cooling a home.
	C1	Describe methods that increase the security of sliding glass doors.
	C1	Describe a peephole. State its usefulness in home security.
	C1	Identify the most economical and efficient way to heat and cool a home for your geographical location. State reasons why this type of system is most efficient for your environment.
	C1	Fifteen percent of North Carolina residents live in manufactured housing. Describe how the common sense manufactured home provides comfort, conservation, security, and safety in their structural features. Recognize the role legislation has played in requiring factory-built homes manufactured after June 15, 1976 to be built to Housing and Urban Development (HUD) codes.

RESOURCES

Housing Decisions pp. 227-230
Homes: Today and Tomorrow pp. 477-488
Homes With Character pp. 168-192
Information Kit (NC Manufactured Housing Institute)
Residential Housing pp. 283-303

COURSE: Interior Design and Housing **UNIT:** Evaluate Interior and Exterior Living Space

COMPETENCY: 014.00 - C2 : Interpret the relationship of comfort, conservation, security, and safety of a home.

OBJECTIVE : 014.02 - C2 : Interpret ways of increasing the conservation, comfort, safety, and security of present living space.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Increasing Comfort, Conservation, Security, and Safety in the Home	C1	Identify different ways a home can be made secure. Choose steps a home owner can take to improve the security in the home. Describe methods or techniques prescribed by the law enforcement office that enhance home security.
Energy conservation Indoor air quality Construction techniques or features	C1	Define radon. Interpret its impact on home safety and health. Discuss its prevalence in your environment. List methods of reducing radon in your home.
Preventing accidents Falls Electrocution Asphyxiation Fires and burns Fire drills Special needs of children	C1	Describe the most common types of fires that occur in the home. List ways they can be prevented.
	C1	List safety precautions a family should take to avoid electrical shocks. Describe additional steps a family must take to avoid electrical shocks with young children.
Security measures		
Regular maintenance and servicing of equipment and appliances	C2	Explain what indoor air quality is all about. Discuss why the most energy efficient homes have greater problems with indoor air quality. Identify recent studies or research on toxic fumes and air quality within the home. Illustrate ways to alert potential victims of toxic fumes within the home.
Fire-safety devices Smoke alarms Fire extinguishers	C1	At an FHA/HERO meeting, describe the "Community Watch" program. Identify the purpose and importance as it relates to home security and safety.
	C1	Recognize the various types of fire extinguishers. Clearly state the correct procedure for their use.

RESOURCES

Housing Decisions pp. 227-230
Homes: Today and Tomorrow pp. 477-488
Homes With Character pp. 168-192
Residential Housing pp. 304-314

COURSE: Interior Design and Housing **UNIT:** Financial and Legal Aspects of Housing

COMPETENCY: 015.00 - C3 : Analyze factors involved in meeting short-term living needs.

OBJECTIVE : 015.01 - C1 : Identify alternatives for short-term living.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Short-Term Living Alternatives	C1	Describe the differences among the following type of housing for short-term living: Apartment Condominium Townhouse Duplex
Reasons for renting Fixed costs Limited maintenance Mobility	C1	"Renting gives you only a stack of rent receipts." Give reasons why people rent. Are there any tax advantages to renting?
Categories Public Subsidized Private	C1	Specify how to become a tenant in Public or Subsidized housing. List the differences in cost and guidelines for occupancy.
Alternatives Apartments Duplex Condominium Townhouse Manufactured home Single dwelling	C1	Choose one type of housing alternative. List characteristics about your selection. Pick out a classmate that chose the same alternative. Highlight those characteristics that were different and those that were similar.
Sources in finding an an apartment Family and friends Newspaper ads Real estate agencies	C1	Give a description of housing alternatives for the homeless. Highlight strategies to create a greater awareness of the needs of the homeless through FHA\HERO. List steps your community takes to provide housing for the homeless.
Market availability	C1	Recognize types of rental housing and their market availability.

RESOURCES

Housing Decisions pp. 91-93
Homes: Today and Tomorrow pp. 151-154
Homes With Character pp. 97-99
"Housing Decisions: Rent or Buy" (Meridian)

COURSE: Interior Design and Housing **UNIT:** Financial and Legal Aspects of Housing

COMPETENCY: 015.00 - C3 : Analyze factors involved in meeting short-term living needs.

OBJECTIVE : 015.02 - C3 : Evaluate short-term living spaces in terms of affordability, comfort, convenience, and aesthetic value.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Evaluation of Short-Term Living Space	C3	Develop a rental checklist to assist you in evaluating rental property. Include things such as location, services, facilities, restrictions and tenant obligations.
Needs and wants Location and neighborhood Size and type of unit Cost	C2	Relate the cost of an apartment to its size and location.
Furnished or unfurnished	C3	Explore the availability of furnished apartments. Compare their costs to those that are similar but unfurnished. Calculate the cost difference of furnishing your own. Evaluate your findings.
Compare and evaluate Living space Services/facilities Restrictions	C3	Compare the services and facilities offered by various apartment complexes. Calculate the cost differences of apartments without those services and facilities. Evaluate your findings.
	C1	Describe various types of restrictions with home rental. State how they may or may not affect you.
	C3	Given specific budgets and family profiles, calculate the amount of money each family could afford to spend on its monthly rent.

RESOURCES

Housing Decisions pp. 93-95
Homes: Today and Tomorrow pp. 155-161
Homes With Character pp. 97-100

COURSE: Interior Design and Housing **UNIT:** Financial and Legal Aspects of Housing

COMPETENCY: 015.00 - C3 : Analyze factors involved in meeting short-term living needs.

OBJECTIVE : 015.03 - C1 : Describe the legal aspects associated with home rental.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Legal Aspects	C1	Recognize the differences between a verbal and written rental agreement.
Rental agreements Verbal Written Lease	C1	Describe the legal aspects of a lease agreement.
	C1	Identify the deposits and fees required for home rental. Describe how they may eventually be recouped.
Deposits and Fees Rent in advance Cleaning Key Security	C1	Describe the responsibilities of the tenant on a lease agreement provided by the teacher.
	C1	Recognize the role a landlord plays in home rental.
Responsibilities Landlord Tenant	C1	Describe reasons for an eviction from a home.
	C1	Define a sublease.
Moving away Terminate lease Breaking a lease Sublease Eviction		

RESOURCES

Housing Decisions pp. 93-100
Homes: Today and Tomorrow pp. 162-163
Homes With Character pp. 97-100
It's Your Move (Real Estate Commission)

COURSE: Interior Design and Housing **UNIT:** Financial and Legal Aspects of Housing

COMPETENCY: 016.00 - C2 : Interpret legal and financial aspects of acquiring housing.

OBJECTIVE : 016.01 - C1 : Identify housing options for home ownership.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Housing Options	C1	Describe the characteristics of multiple-family housing available today for home ownership.
Multiple-family homes Apartments Condominium Town house Duplex	C1	Give a description of a prefabricated home. Identify the types available and the advantages and disadvantages of each.
Single-family homes Development Prefabricated Custom-built Manufactured	C1	Approximately thirty percent of all new homes being built today are manufactured. Identify reasons for their popularity.
	C1	List the advantages and disadvantages of a custom-built home.
	C1	Identify available housing options for home ownership. Select, from a display or exhibit, examples of each type of housing. State which type you find most desirable. Give reasons for your selection.
	C1	Describe housing needs of retired couples. Recognize the possibility of failing health in the future. List housing options that would meet their present and future needs. State your findings to FHA/HERO members.

RESOURCES

Housing Decisions pp. 81-86
Homes: Today and Tomorrow pp. 143-147
Homes With Character pp. 84-92
Information Kit (N.C. Manufactured Housing Institute)
Residential Housing pp. 10-18

COURSE: Interior Design and Housing **UNIT:** Financial and Legal Aspects of Housing

COMPETENCY: 016.00 - C2 : Interpret legal and financial aspects of acquiring housing.

OBJECTIVE : 016.02 - C1 : Describe costs associated with home ownership.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Home Ownership Costs	C1	Define the roles of a real estate agent in acquiring home ownership.
Real Estate Agents	C1	Describe what is included in "closing costs" for home ownership.
Acquiring a home Establishing credit Interest Rates Mortgages	C1	Describe how to establish and maintain good credit.
	C1	Define foreclosure. Give reasons why it may occur.
Closing costs Real estate fees Earnest money Down payment Lawyer fees Homeowners insurance Inspections Title search Survey Taxes	C1	State the importance of homeowner's insurance. Recognize various aspects and types of available insurance. Identify their costs.
	C1	Recognize the impact interest rates have on the amount of a house payment.
	C1	Describe the government's role in assisting lower-income families to acquire housing.
Foreclosure		

RESOURCES

Housing Decisions pp. 102-114
Homes: Today and Tomorrow pp. 177-181
Homes With Character pp. 111-125
It's Your Move (Real Estate Commission)

COURSE: Interior Design and Housing **UNIT:** Financial and Legal Aspects of Housing

COMPETENCY: 016.00 - C2 : Interpret legal and financial aspects of acquiring housing.

OBJECTIVE : 016.03 - C2 : Interpret zoning regulations that impact home ownership.

TIME: 1 HOUR

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Laws and Regulations	C2	Interpret the need for building codes.
Zoning Building codes Aesthetic codes	C2	Explain what is meant by "aesthetic codes." Note their impact on property appearance.
Taxes	C2	Relate zoning laws to their impact on property values and family housing.
	C1	One-fourth to one-third of all new homes are manufactured. Identify governmental legislation that regulates construction of manufactured homes. Tell why many housing developments ban or prohibit manufactured homes from being put into their developments.
	C1	Describe the career of a building inspector. State his responsibilities as they relate to home buyers.
	C1	Discuss the need for property taxes. Outline areas in which property taxes are spent. Explain why some people pay only county taxes when others pay city and county taxes.

RESOURCES

Housing Decisions
Homes: Today and Tomorrow pp. 216-217
Homes With Character p. 103
Information Kit (N.C. Manufactured Housing Institute)

COURSE: Interior Design and Housing **UNIT:** Create and Maintain a Home Environment

COMPETENCY: 017.00 -C3PA : Demonstrate how to organize and maintain the home and its furnishings for the well-being of the occupants.

OBJECTIVE : 017.01 - C1 : Describe how to select and use schedules, appropriate equipment, supplies, and cleaning products for home care.

TIME: 5 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Home Care	C1	Select, from a display set up by the teacher, the correct cleaning supplies for a described task. State why these products are appropriate for the task.
Cleaning schedules Daily Weekly or biweekly Occasional or seasonal	C1	Choose a cleaning method that is always used in your home for specific tasks. Share your ideas with those of your classmates. List the tips in your portfolio for future reference.
Cleaning equipment		
Cleaning supplies and products	C1	Describe the importance of labels, instruction booklets, and owner's manuals when maintaining home equipment and appliances.
Major cleaning tasks Floor care Wood Tile Carpet Vinyl	C1	Identify maintenance jobs required for good home upkeep. List the steps in setting up a maintenance schedule for your family's home. Tell how you would implement this plan.
Painted walls, ceilings, and woodwork	C1	Identify appropriate ways to clean carpet. Describe how to treat specific stains on carpet.
Wallpaper Windows, window shades and blinds Major appliances Range Refrigerator Freezer	C1	Identify methods and types of cleaning supplies for cleaning the following: Range Refrigerator Freezer Microwave oven
	C1	Describe what is meant by "Spring cleaning."
	C1	List some time-saving techniques used in cleaning a home.
	C1	From your school library, select a reference on home repair and maintenance. Describe safe practices and potential health hazards that relate to specific home maintenance situations.

COMPETENCY: 017.00 - C3PA **OBJECTIVE:** 017.01 - C3PA

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C1	Identify environmentally safe cleaning supplies from basic ingredients found in your home. Alum: cleans stains such as rust on porcelain and hard water spots. Baking soda: absorbs odors, deodorizes, scrubs and whitens. Borax: disinfects, deodorizes, inhibits mold growth, whitens, brightens laundry. Cream of tartar: cleans porcelain, drains and metals. Washing soda: cuts grease, cleans petroleum, oils and dirt. Vinegar: cuts grease, dissolves gummy buildup and mineral accumulation, inhibits mineral accumulation, inhibits mold growth, freshens, removes stains, brightens laundry. Lemon juice: cleans mineral buildup, tarnish and grease, freshens: Citrus-peel extracts are natural solvents, flea deterrents and cleaners. Vegetable oil: Serves as a base in soaps, furniture polishes, spray cleaners. SAMPLE RECIPE: All purpose cleaner: 1 t. borax, 1/2 t. washing soda, 2 T. vinegar or lemon juice, 1/4 to 1/2 t. vegetable oil-based liquid soap, 2 c. hot water. Mix ingredients in a spray bottle, shaking gently until minerals have dissolved. Spray and wipe. (Teacher note: Through FHA/HERO, consider publishing flyers about environmentally safe cleaning supplies. Recipes are found in Clean and Green by Annie B. Bond.)

RESOURCES

Housing Decisions pp. 222-226
Homes: Today and Tomorrow pp. 489-493

Clean and Green
Homes With Character pp. 388-400
Season-by-Season Guide to Home Maintenance
"Caring for Furnishings" (Meridian)

COURSE: Interior Design and Housing **UNIT:** Create and Maintain a Home Environment

COMPETENCY: 017.00 -C3PA : Demonstrate how to organize and maintain the home and its furnishings for the well-being of the occupants.

OBJECTIVE : 017.02 - C2 : Discuss the use of appropriate tools, supplies, and techniques in simple home repairs.

TIME: 2 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Simple Home Repairs	C2	Discuss the importance of knowing how to perform simple home repairs. Specify how money can be saved by do-it-yourself repairs.
Rules for safety		
Basic tool requirements	C2	Discuss the following scenario. Specify how you would make the repairs.
Repairs Walls Furniture Woodwork Plumbing Fuses and circuit breakers		You have just decided to rent another apartment that is new, convenient to your work, has a great location for shopping and has a great mix of people. You are anxious to move, except for one problem: you need your deposit back from the present apartment in order to move into this new one. Illustrate how to make the following repairs so the deposit will be returned. You cannot afford to pay someone else to do the repairs. Dings, dents and holes in the walls Stains on the carpet Mildew on the bathroom tiles Scratched wood-trim in the kitchen done by your dog
	C2	Recognize the danger associated with electricity. Discuss safety precautions in home electrical repairs. Explain how to perform safely minor home electrical repairs.
	C2	At an FHA/HERO meeting, illustrate techniques on how to repair a leaky faucet.
	C1	Identify tools used for repairing plumbing, electrical equipment, woodwork and walls.
	C2	Summarize techniques for doing simple home repairs using a reference book or books from your school library on home repairs and do-it-yourself manuals.

RESOURCES

Housing Decisions pp. 230-232
Homes: Today and Tomorrow pp. 490-491
Homes With Character pp. 403-414
New Complete Do-It-Yourself Manual
Season-by-Season Guide to Home Maintenance
"Better Homes and Gardens: Refinishing Furniture" (Meredith Corporation)

COURSE: Interior Design and Housing **UNIT:** Create and Maintain a Home Environment

COMPETENCY: 017.00 -C3PA : Demonstrate how to organize and maintain the home and its furnishings for the well-being of the occupants.

OBJECTIVE : 017.03 -C3PA : Demonstrate basic principles to consider in the selection and organization of storage for individual and family possessions.

TIME: 8 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Storage for Individual and Family Possessions	C1	Housing trends indicate that homes are getting smaller. Identify basic storage needs for individuals and families. Include personal, utility, and general storage needs. List ideal types and amounts of storage for each room. Share your list with the class.
Types of storage Closets Built-in Storage furniture Common-use Hanging/wall mounted Containers	C3PA	Clean out those closets at home. Organize a white elephant sale through your class or youth organization. Learn to "reuse" items that are no longer useful to you.
General storage Basic needs Entrance and living area Bedrooms Bathroom Dining	C3PA	Invite a professional "Closet Person" to speak to FHA/HERO members on new trends in storage.
	C3	Explore new storage ideas used in today's homes. Visit a building supply store to determine what is available for the consumer. Collect free flyers from the store, and share your findings with the class.
Organizing storage Determine needs Categorize items Discard items Divide space with various types of organizers	C3	Identify a "problem storage area" in your home. Measure the space accurately and bring the measurements to class. Develop a plan for your storage area by using basic principles of organizing and planning storage. Calculate ways to get the most efficient use of your space. Draw your plan using one-quarter inch scale. Evaluate your results.
	C3	Collect a variety of closet arrangements from magazines. Prepare a display showing how they maximize the use of closet space for clothes, shoes, and other wearing apparel.
	C3	Design a storage closet for bathroom needs. Draw your design to one-quarter inch scale. Label items to be stored in your creative closet design.

COMPETENCY: 017.00 - C3PA **OBJECTIVE:** 017.03 - C3PA

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3PA	Using the principles of organization, reorganize a messy closet in your home. Write a description of how you reorganized the closet.
	C3	Examine do-it-yourself shelving and storage items in your local hardware or variety stores.
	C3PA	Plan a clothes closet that is four feet deep and eight feet long. Demonstrate how to have maximum access to door storage, clothing rods and shelf storage space.
	C3	Critique a video on storage and closet organization.
	C3PA	Using a computer program, design a storage unit to house clothing, toys and games for a preschool child.
	C3	Through FHA/HERO, plan a yard sale. Prepare a list of items you want to discard and a possible sales price. Relate this technique of reducing unwanted items in the home to resourceful principles of organization.

RESOURCES

Housing Decisions pp. 131-134
Homes: Today and Tomorrow pp. 459-473

Architecture pp. 75-78, 140-143
Floorplan: Architectural Drawing Program
Homes With Character pp. 162-166, 266, 195-195
New Complete Do-It-Yourself Manual
Season-by-Season Guide to Home Maintenance
Residential Housing pp. 67-69
"Better Homes and Gardens: Making Your Kitchen Store More" (Meredith Corporation)
"Storage and Closet Organization" (Meridian)

COURSE: Interior Design and Housing **UNIT:** Create and Maintain a Home Environment

COMPETENCY: 018.00 -C3PA : Apply the concepts of interior design when creating a living environment.

OBJECTIVE : 018.01 - C3 : Examine the concepts/steps involved in creating a living environment.

TIME: 10 HOURS

OUTLINE	TYPE BEHAVIOR	STRATEGIES
Steps to Creating a Living Environment Determine person(s) to occupy living space Determine activities to take place in the living space Determine overall theme Color scheme Background materials Flooring Wall treatment Window treatment Lighting Furniture arrangement Room accessories	C3	From a family profile provided by your teacher, analyze the activities that will likely occur in the living area of a home. Based on your findings, prepare a list of furnishings and accessories that this family would likely need. Use a criterion check sheet to identify health and safety features of the furnishings selected. Compare and discuss your list with those of your classmates.
	C3	Using a computer, plan a family recreation room. Base your plan on a family profile provided by the teacher. Your completed project should include the following: Overall theme Room drawing Furniture arrangement Traffic paths Storage Color scheme Background materials (Flooring, wall and window treatments, and lighting) Room accessories
	C3	Select a floor plan of a house from a newspaper or magazine. Plan furniture arrangements for each of the bedrooms using your own scale drawings. Prepare a brief report describing the furniture and arrangement. Note sizes of all pieces of furniture on your plan.
	C3	Obtain four floor plans from magazines or house plan books. Analyze the provisions for laundry and clothing care. Explain the strengths and weakness of each, and propose improvements.
	C1	Identify the rooms that comprise the following areas in a home: living, service, and sleeping.

COMPETENCY: 018.00 **OBJECTIVE:** 018.01

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3PA	Using a variety of resources, plan and decorate a specific room. Calculate the total cost of the project.
	C3PA	Prepare a board display of pictures from magazines representing a variety of overall themes.
	C3PA	Select accessories for a bedroom to depict a specified theme.
	C3PA	Given a room accessory to be used as the focal point for the room, plan the remaining furnishings and accessories for that room. Evaluate the results.

RESOURCES

Housing Decisions
Homes: Today and Tomorrow

Architecture pp. 73-150
Floorplan: Architectural Drawing Program
Homes With Character pp. 207-210
Home Designer (Stanley)
Kitchen Designer (Stanley)
"Decorating: the Interior Design Zone" (Meridian)
"Design for Living" (Learning Seed)
"Finishing Touch: Interior Design Tour" (Finishing Touche Interior Design)
"The New American Home: A House of Ideas" (Wood Knapp Video)
"The Art of Interior Decorating" (Visual Media)

COMPETENCY: 018.00 - C3PA **OBJECTIVE:** 018.02 - C3PA

OUTLINE	TYPE BEHAVIOR	STRATEGIES
	C3PA	Extend a formal dining area by adding a dining porch. Plan and draw your design, using one-quarter inch scale. Present your design to the class.
	C3	Locate illustrations with various stair designs. Recommend floor plans for these illustrations.
	C3PA	Design two master bedroom suites for an existing floor plan. Discuss the advantages of this design. Recommend individuals or type of families that would benefit most by this type of plan.
	C3PA	Analyze and evaluate a selected floor plan. Draw the floor plan to scale. Design and draw a plan for remodeling the living areas in that home to accommodate a family with live-in grandparents.

RESOURCES

Housing Decisions pp. 117-254
Homes: Today and Tomorrow pp. 311-473

Homes With Character pp. 131-354
Floorplan: Architectural Drawing Program
Home (Autodesk)
Home Designer (Stanley)
Kitchen Designer (Stanley)
"Design for Living" (Learning Seed)

RESOURCES

STATE ADOPTED TEXTBOOKS

Lewis, Evelyn L. Housing Decisions. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1990.

Sherwood, Ruth F. Homes: Today and Tomorrow. Lake Forest, Illinois: Glencoe, 1990.

OTHER BOOKS

Bond, Annie Berthold. Clean and Green. Woodstock, New York: Ceres Press, 1990.

Barrier Free Environments. The Accessible Housing Design File. New York, New York: Van Nostrand Reinhold, 1991.

Chamberlain, Ph.D., C.H.E., Valerie M. Teen Guide. Mission Hills, California: Glencoe/McGraw-Hill, 1990.

Craig, C.H.E., Betty L. and Joyce B. Miles, C.H.E. Careers in Home Economics. Saint Paul, Minnesota: EMC Publishing, 1992.

Craig, Hazel Thompson. Homes With Character. Mission Hills, California: Glencoe/McGraw-Hill, 1987.

Futures Homemakers of America, Inc. FHA/HERO Chapter Handbook. 1910 Association Drive: Reston, Virginia, 1991.

Glencoe/McGraw-Hill. Creative Living; Basic Concepts in Home Economics. Mission Hills, California: Glencoe/McGraw-Hil 1990.

Goldbeck, David. The Smart Kitchen. Woodstock, New York: Ceres Press, 1989.

Kelly, Joan and Eddye Eubanks. Today's Teen. Mission Hills, California: Glencoe/McGraw-Hill, 1988.

Kicklighter, Clois E. Architecture: Residential Drawing and Design. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1990.

Kicklighter, Clois E. and Joan C. Kicklighter. Residential Housing. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992

Learn, Grow, Become. State Department of Vocational and Technical Education, Stillwater, Oklahoma,1988.

Learn, Grow, Become: Student Manual. State Department of Vocational and Technical Education, Stillwater, Oklahoma,1988.

North Carolina Handbook: Future Homemakers of America, Home Economics Related Occupations. Home Economics Education, Department of Public Instruction.

Notgrass, Troy. Parliamentary Procedure: Student Manual. The University of Texas at Austin: Extension Instruction and Materials Center, Division of Continuing Education, 1988.

Reader's Digest. New Complete Do-It-Yourself Manual. Pleasantville, New York: The Reader's Digest Association, 1991.

Prentice Hall. Life Management. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.,1991.

Shinn, George. Leadership Development. New York, New York: Gregg Division/McGraw-Hill Book Company, 1986.

Warde, John. The New York Times: Season-By-Season Guide to Home Mainetance. New York, New York: Times Books, 1992.

COMPUTER SOFTWARE

Bathroom. Generic Software, Inc., 1991

Floorplan: Architectural Drawing Program. Computer Easy International, Inc., 1990.

Home. Autodesk, Inc., 1991

Kitchen. Generic Software, Inc., 1991

Landscape. Autodesk, Inc., 1991.

VIDEOS

American Design Series. The House. PBS Video, 1320 Braddocks Place, Alexandria, Va. 22314.

Design for Living. Learning Seed, 1988.

Finishing Touch. Finishing Touche' Interior Design, 1991.

Home Magazine. The New American Home: A House of Ideas. Wood Knapp Video: Los Angelos, CA., 1990.

House Beautiful. Decorating With Sheets. Hearst Corporation: San Francisco, CA., 1991.

The Art of Interior Decorating. Visual Media Network, 461 Bonhill Road, Los Angeles, CA., 1989.

Listed below are the vendors for videos and the item/series available from each.

Meredith Corporation
Locust at 17th
Des Moines, Iowa 50336

Better Homes and Gardens: Making Your Kitchen Store More. 1988

Better Homes and Gardens: Refinishing Furniture. 1988

Better Homes and Gardens: Room Arranging Do's and Don'ts. 1989

Better Homes and Gardens: Solving Landscape Problems. 1989

Better Homes and Gardens: Wallpaper Like a Pro! 1987

Meridian Education Corporation
236 E. Front St. - Dept. H-92
Bloominton, Illinois 61701.

Careers in Housing. 1991

Caring for Furnishings. 1991

Choosing Furnishings and Accessories. 1989

Conserving Our Environment: Everybody's Responsibility. 1992

Decorating: The Interior Design Zone. 1991

Housing Decisions: Rent or Buy. 1991

Housing in Other Countries. 1991

How and Why Housing Developed. 1992

Major Appliance Selection and Care. 1991

Storage and Closet Organization. 1990

INFORMATION/INSTRUCTIONAL KITS

North Carolina Manufactured Housing Institute. Information Kit. P.O. Box 58648, Raleigh, N.C., 1992. (Complementary)

North Carolina Real Estate Association. Its Your Move. 1992. (Complementary)

Stanley Project Planners. Deck Designer. New Britian, Connecticut: Stanley Tools, 1988.

Stanley Project Planners. Home Designer. New Britian, Connecticut: Stanley Tools, 1988.

Stanley Project Planners. Kitchen Designer. New Britian, Connecticut: Stanley Tools, 1988.

Stanley Project Planners. Landscape Designer. New Britian, Connecticut: Stanley Tools, 1988.

Wallach, Paul Ross. Interior Design: A Space Planning Program. Cincinnati, Ohio: South-Western Publishing Co., 1988.